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ABSTRACT

The manual contains teaching techniques and instructional materials to help children in the primary grades develop an understanding of behavior, express their feelings constructively, and satisfy their emotional needs. Materials can be used flexibly with students in grades one through three. The program is based on the theory that behavior is influenced by motivating forces, an individual's perceptions and abilities, and the immediate physical setting. The underlying rationale of the materials is that harmful aggressive behavior will be reduced if children begin exploring their feelings at an early age. Specific objectives of the program include understanding human motivations underlying behavior, developing alternative ways of responding in certain situations, and identifying the nature of aggressive behavior. Guidelines are provided for determining which behaviors are constructive. The manual contains six units which deal with feelings, needs, actions, frustration, anger, and harmful actions. Each unit includes a statement of purpose, student objectives, teaching materials, a teacher activity, and reading material and pictures for class discussion. The manual also provides detailed information for the teacher concerning teaching methods, individual student differences, need for a noncompetitive atmosphere, and group dynamics. A supplementary reading list is included. (AV)

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PRIMARY TEACHER'S MANUAL

GRADES 1 - 3

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DEALING WITH CAUSES OF BEHAVIOR

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PREFACE

The 107th General Assembly of the State of Ohio in its regular 1967-1968 session recognized that in the area of health and family living, the use of violence, difficulties with sexual adjustment, alcohol, tobacco, and drug abuse represent the foremost problems of youth today. It adopted House Resolution 78, which urged that "the children of this state be taught courses in health and family living from the kindergarten level through high school."

In mid-1968, Superintendent Martin Essex of the Ohio Department of Education requested the Educational Research Council of America, Cleveland, Ohio, to assess the needs of Ohio schools as they relate to these social issues. The Family Life Education Survey was subsequently conducted in the fall of 1968.*

A representative sample of school systems was surveyed to determine to what extent Ohio schools are providing opportunities for youth to acquire knowledge, skills, attitudes, and behavior patterns need for constructive living. Analysis of the data indicated that little is provided to help young people acquire an understanding of (1) the complexity of human behavior, (2) the motivations that may underlie various forms of abuse behavior, and (3) how to resolve daily frustrations constructively. In addition, such topics as handling aggressive feelings constructively, confrontation, vandalism, protest, and violence were not a part of the current curricular offerings of Ohio schools.

On the basis of the survey findings, a Family Life Education Curriculum Project was proposed to develop curriculum materials to meet these needs. School districts in four Ohio cities received ESEA Title III Grants to develop programs dealing with problems of modern youth in three areas. Dayton and Lima's area concerned drug, alcohol, and tobacco education; Westlake's area was education in human sexuality; and Lakewood's area was the constructive control of aggressive behavior. The four school districts contracted with the Educational Research Council of America to assist in the development of the curricula.

*Modern Teenage Problems: Report of Family Life Education Survey. Ohio Department of Education, Division of Research Planning and Development, 781 Northwest Boulevard, Columbus, Ohio 43212, 1969.

Each project had as its purpose the development and testing of curriculum materials that would include the important aspects of human motivations underlying the behavior under consideration, the nature of frustrations and procedures for resolving them constructively, and the process of making decisions in terms of the effects of various courses of action on human development.

The director of the total project was Dr. Ralph H. Ojemann, a world renowned educational psychologist, who was a pioneer in teaching the causal approach to behavior at the University of Iowa. As the Director of the Child and Education Psychology and Preventive Psychiatry Program at the Council, he has been responsible for the development of a program in the teaching of human behavior.

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INTRODUCTION TO THE PROGRAM

Educators are faced with the problem of preparing children for a society in which knowledge is constantly growing. The continued growth of knowledge requires that children develop an understanding of the processes of learning and questioning, and facility in using them, so they can continue their learning throughout life.

Educators have tended to teach children what to do rather than to teach them to think problems through for themselves by considering possible alternatives and effects and then making a decision. Children are often expected to rely on rules.

Children can be helped to build a perceptual framework that enables them to be open to new data and knowledge. They must know how to decide which new knowledge is useful to them. The causal approach to behavior developed by Dr. Ralph H. Ojemann is a learning process that provides such a framework. It is an approach that considers the complexities of life and the probability nature of daily decisions. Such an understanding is a necessary preparation for a constantly changing world. The causal approach requires that a person look beyond the surface manifestations of an event and consider its possible causes and effects. The approach also questions alternatives and the possible effects of each alternative. Thus the child is helped to examine his own values and to survive in a world of changing values. He is also helped to build more self-understanding and skill in interacting with others. Both are important aspects of developing personal stability and security with which to handle change.

Over-aggression or misbehavior in a child may be more easily understood by both the teacher and the student when the causal approach is used. A child who harms himself and others may be expressing feelings of frustration and anger. Such a child's mental health may be damaged if people do not seek to understand what he is trying to express through his harmful actions. By investigating the needs and feelings of such a child, it may be found that a need is unsatisfied or stopped. The child may only know how to express these feelings in a nonconstructive manner. The teacher can help the child learn more constructive ways of working out his frustration and anger. Thus the child can satisy his needs, and the likelihood of his continuing the nonconstructive behavior is decreased. In this way the teacher can help prevent some basic problems in mental health.

Appropriateness of Program for all Students

The program is not to be construed as only for students who might be thought of as being aggressive or behavior problems in a school setting. It is felt that all students can benefit from the learning experiences in the units, which provide a basis for understanding human behavior in general and concepts of aggressive behavior in particular.

Aggressive Behavior in Children and Society

Aggressive behavior can mean the assertive behavior that is approved and initiated by our culture, or it can mean the aggression that harms people. It may be difficult for a child to distinguish between the two definitions. For example, murder in our country is a crime, murder of the enemy during a war is a victory, and a toy gun used to play war games is fun. How can we teach children to understand these situations?

Acts of aggression that are harmful to people and property occur daily in the environment of the child. The myth that a child must live in a violent and hateful family to sense the aggression prevalent in our culture can be disproven. Television, comic books, and toys influence his thoughts by the violence they depict. Daily in the living rooms of American families, children are being educated in violence. In one week the different channels in one large city showed 7,887 acts of violence and 1,087 threats of violence.[1] An average American youth between the ages of five and fourteen sees on television the violent destruction of about 12,000 people.[2] Comic books depict stories in which killing is commonplace. Toy manufacturers publicize toys of war and destruction. Some adults feel that playing with guns will develop a child's character.[3] Yet, a child cannot always distinguish the subtle differences between fact and fantasy. It is important that children and adults consider how these situations affect the lives of others.

Within the school setting, children may have few opportunities to express their feelings or to question different approaches to behavior. When a need is blocked, they may react in a harmful manner because they are not aware of the consequences and effects of their behavior on themselves and others, or they may not have considered alternatives to aggressive behavior.

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[1] Wertham, Fredric. A Sign for Cain. New York, 1966. p. 199.
[2] Ibid., p. 200.
[3] Ibid., p. 67.

Children can begin to question their behaviors by considering the effects the behaviors may have on themselves and others. Teachers' and students' value systems may differ. If the child is to develop his own value system and to act in a way that is congruent with his values, a teacher cannot impose his own value system on the child. If the teacher feels that a child is using an immature method of expressing his needs and feelings, she can help him question the causes and effects of his behavior. Then the child can begin to decide which method of expression is best for him. If the choice has negative consequences, the teacher can help the child look at them and rethink the decisions he has made. Throughout this process, it is important for the teacher to constantly monitor her own reactions, avoid the imposition of her own values, and applaud the child's attempts at independence.

It should be noted that children who are withdrawn and rarely express anger or signs of aggression may need help in learning to understand and express themselves. Surveys of parents, teachers, mental hygienists, and specialists in child development ranked what they felt were the serious behavior problems of children. The items the parents felt were the most serious were all associated with discipline and good order. Conversely, the specialists felt the problems that were most serious were those indicative of unhealthy personality development, such as unsociableness and excessive modesty. The specialists listed the parents' discipline concerns at the end of their list.[4] It is evident that children who are excessively shy and withdrawn need as much help, if not more, than aggressive children in learning how to constructively express their needs.

The Causal Approach to Behavior

The causal approach is a way of looking at behavior. It considers both basic elements that will probably remain stable over time and man's basic needs or feelings. The causal approach questions why a behavior may have come about. Such an approach recognizes the importance of each individual and considers the effects of a behavior. Even though the effects may change, the process of decision making is the same.

[4] Stouffer, G.A.W., Jr. "Behavior Problems of Children as Viewed by Teachers and Mental Hygienists." *Mental Hygiene.* 36: 271-285. (1952).

Too often teachers deal only with the symptoms of behavior. Behavior is dealt with in terms of what happened, when it happened, and what reactions were produced. This type of reaction to behavior is called "arbitrarily judgmental." It can also be called a surface approach to behavior because it provides a limited understanding of behavior. This approach does not allow the child to learn why the behavior may have come about or to profit from the experience at a later time. It is contrasted with an approach that holds judgment until the data are in and makes considered judgments that can be changed if new data are uncovered.

The development of a causal approach to behavior may take time and special effort on the part of the teacher. This is because the teacher, as well as other adults, has grown up in a society which teaches principally a non-causal approach. If you find yourself feeling uncomfortable at times because you have not used the causal approach in the past, remember that this is a sign of your own growth. You were acting in the past with the best resources you had at the time. You now have learned new resources, and, thus, may be reacting differently. Your changes require emotional as well as intellectual changes, Children can more readily learn the causal approach if they live in an environment that takes this approach to their behavior. They can then experience the differences between how it feels to live in a causal versus a non-causal environment.

The causal approach considers the factors that influence behavior. These factors are:

1. Motivating forces - the needs and feelings that people try to satisfy

2. Resources - an individual's abilities, skills, knowledge, perceptions, and problem-solving methods

3. Immediate physical setting - the physical surroundings in which the behavior occurs

The approach utilizes a behavior equation to further explain how these factors interact to produce a behavior. The equation is written (the + sign is read as "interacts with"):

Motivating forces + Resources + Immediate physical setting = Behavior

For purposes of teaching, one can think of behavior as a product of the interaction of some motivating forces with the ideas, skills, and other psychological and physiological resources the individual possesses at the time the behavior takes place. A simpler way of saying this is that the individual has some basic feelings he wants to work out and he uses whatever ideas, skills, and strength he has available to reach his goal of satisfying these so-called "needs."

The same motivating force, such as the need for self-esteem, may lead to several behaviors. Each person's resources are unique; therefore each person may react differently to the same need. Also a person may react differently to the same motivation, depending on the situation in which he finds himself (the immediate physical setting).

In the same manner, one type of behavior, such as crying, can have many motivations. One child may cry because he is hungry, while another child may cry because he feels unwanted.

Thus one cannot know by looking at a person how he thinks or feels. To begin to understand someone's behavior requires an understanding of the person, his resources, and his motivations.

Purpose of the Developmental Program in the Constructive Control of Aggressive Behavior

The purpose of this program is to help students develop an understanding of behavior and to constructively express their feelings and satisfy their needs. In line with this, the overall goals of the curriculum materials contained in this manual are:

1. To assist the students in understanding the human motivations underlying behavior, and especially those which cause people to behave aggressively.
2. To help students understand the nature of aggressive behavior and the forms it may take.
3. To help students realize the nature of frustrations, the sources of frustrations, and constructive methods for resolving them.
4. To help students develop many alternative ways of responding in a particular situation.
5. To provide students with some guidelines for determining which behaviors are constructive and which are not.
6. To assist students to learn to make decision in terms of the effects of various courses of action on both themselves and others.
7. To help students become more aware of the effects and alternative actions available to them when they feel like harming others or destroying property.
8. To help students learn to apply their knowledge about behavior and constructive methods for resolving problems in their everyday living.

The program is not intended to be a panacea for all the behavior problems a student or a class might experience. Instead, the program is meant to help create a classroom climate that is open and accepting. Within this climate, the student is more likely to feel that his needs and feelings are real and important. It is intended to enable the teacher to help the child experience a unity of his cognitive and affective domains, as he considers the reality of his and others' behavior and feelings and attempts to obtain greater congruence between the two. The program is also intended to help children begin to develop skills for constructive and human interaction with others.

Design of the Units

Content and Format of the Teachers' Manual

Each unit in the manual contains the purpose, student objectives, a section with materials for teaching the unit, a section to the teacher, a teacher activity, and content pages. The latter identify which objectives the activities might meet, describe the activity, and identify the materials the teacher might need.

Sequence of the Units

The units have been placed in the given sequence in order to accomplish our purposes. Thus it is felt that teaching the units in sequence will be most effective. However, teachers should feel free to use individual units or those which especially interest them. Before proceeding to the activities of a new unit, it is often helpful to review or reinforce learning from previous units. It is highly recommended that at least some of the learning activities in Unit 1 be experienced by students prior to involvement in any of the units that follow.

Purpose of the Unit

This briefly states the students' reasons for studying a particular unit.

Objectives for the Learner

Objectives describe what the learner should be able to do, show, or demonstrate when he has completed the unit. They are behavioral goals for proposed changes in the learner. The changes in the learner may involve knowledge and behavior, or the development of a method, skill, attitude, or emotional pattern. In each activity, specific objectives are met. The objectives of each unit are placed at the top of the page. You and your students might develop more objectives as you begin to study this unit. At first, you might expect only a superficial achievement of the objectives by the child, as he has just begun to examine his experiences. For example, the child might be able to say and write the concepts, but his behavior toward other people may not show the incorporation of the learning. As he gains experience (sometimes this requires two or more years) he should begin to show more congruence.

To the Teacher

This section provides further techniques and rationale in preparing to teach a particular unit.

Materials for Teaching the Unit

This section lists materials the teacher will need to make available and the multimedia recommended. These listings should help you in planning the students' lessons.

Teacher Activity

In order for you as a teacher to feel as the students might feel, the writers have asked you to do an activity similar to the one the students will do.

Content Pages

The content pages list the activities, the objectives, and the necessary materials. The activities were designed to meet the objectives in an order that seems reasonable. However, some students might find it beneficial to do the activities in another order. This is not impossible and could be encouraged if students have valid reasons. All students need not do all the activities, nor do the same activity at the same time. The variety of activities provides an opportunity for adaptation to the needs of the class. You may be able to provide some original alternative activities so the needs of all the children are met. You may decide to omit some activities.

Supplementary Readings for Teachers

The materials listed in the Supplementary Readings Secion of this manual give valuable background for teaching the units. Teachers have reported that these readings have also helped them more fully understand their own behaviors.

Supplementary Books for Student Reading

The books listed at the end of each unit are intended for students to read on their own or for you to read to them at appropriate times throughout the unit. You might make as many as possible available for as long as the class is studying a unit. Most of these books are in school libraries. You may find other pertinent books and materials. However, you may need to screen these carefully, since many books, particulary some of the older ones, depict a simplistic view of behavior and are sometimes moralistic without examining the "whys" behind the values the author is attempting to impose.

TEACHER TECHNIQUES

Grade Level Appropriateness

The units and activities are not written for specific grade levels, but rather are designed to be used with any primary-aged youngsters in Grades 1, 2,and 3. The curriculum provides for individual differences are is intended to be used in a flexible manner. For example, if an activity calls for drawing, some students who do not want to draw or feel they don't draw well can meet the objectives through a different type of activity.

Issuing Grades Not Recommended

This curriculum deals with feelings and emotions and will be most effective if it is taught in a noncompetitive atmosphere. The authors strongly recommend that no grades be given on any of the activities. Some teachers have found it useful to send a note to accompany the regular card, explaining the reason for not issuing a regular grade in this area for this grading period. This note would explain the purpose and nature of the study and sight evidences of growth noted in the child during the course.

Explanation for Parents

As you begin this curriculum it is very important to establish open communication with the parents in order to explain the program. Some parents may ask you if you are attempting to act as a psychologist or psychiatrist. At that point it would be appropriate to explain that the program is educational, not therapeutic. As a teacher, you will be helping students understand some of the basic principles about human behavior of which everyone should be aware. This program is preventive in nature and investigates the contributions the school can make toward the development of satisfying interpersonal relations. Parents in increasing numbers have sought information about how they can establish more satisfying relations with their children and guide them more effectively. It is well known in employment circles that one of the major reasons for loss of jobs is the inability of the employee to get along well with others.

Many people feel that central to the education of the child is his gaining an understanding of human behavior and development. They feel that people are a vitally important part of one's environment and that there is a body of knowledge about human behavior that has been developed through research which should be an integral part of every well-educated person.

Learning about human behavior as it appears in individual and group settings, is in essence learning about the forces that operate in the social environment. Man has discovered that when a child is taught about forces operating in the physical environment, he is able to live more effectively in that environment. In like manner, it appears that if a child were taught to understand and appreciate the forces that operate in his social environment, he would be able to deal more effectively with that environment and see his relationship to it.

Meeting Individual Differences in the Classroom

A perceptive teacher sees in his class a complex grouping of individual pupils, many of whom come from widely differing backgrounds.

1. Although usually all are fairly close in chronological age, their differences in acquisition of skills become more apparent as the learning tasks become more complex. This is most evident in the spread of reading levels.
2. Some children may come to school with considerable hostility toward their classmates, whose lives appear to be better and happier all around. There may also be problems of rejection, where children feel rejected even if they are not. There may be children whose parents are

separated or divorced and whose behavior reflects internal conflicts. There are the frustrated child and the withdrawn one, who come to school with problems.

3. Some may have prejudices that can influence their behavior toward others.
4. Some may not have acquired adequate classroom or social skills to keep up with the average development of those in the class, so they withdraw from classroom activities or become disturbing elements in the classroom.
5. Some members of the class will have traveled widely and interacted with many different kinds of people, whereas others will have had relatively limited experiences with different people, places, and ideas.

What can a teacher do when he realizes that a class is composed of pupils from a variety of highly differing backgrounds or from backgrounds that have not prepared them for typical school learning experiences? There are as many ways to meet individual differences in the classroom as there are inventive, resourceful teachers.

Using the five examples above as sample categories, we can examine them in turn, keeping in mind the following factors:

1. The teacher shows by his own behavior the kinds of attitudes and behavior conducive to cooperative, efficient learning.
2. The teacher needs to know where his pupils are in their acquisition of a causal orientation.
3. He needs to know how to provide the pupils with planned learning experiences designed to fill the gaps in their knowledge.
4. He is helped by knowing the resources of his school and the special educational facilities at his disposal.

Privileged Communications

The term "privileged communications" most often occurs or is thought of in reference to the medical, religious, and legal professions. We often go to the people in these professions when we are in need of counseling and advice. We trust their judgment and their training. We feel secure in their handling of our problems and the discretion they show in the use of privileged communications. What about our children? Where can they go or to whom can they turn when they need counseling and guidance? Whom can they trust? Should not students feel trust and security in their teacher's judgment and professional handling of their privileged communications? The person with whom a child is most likely to develop a confidential relationship is his teacher. It follows that it would be helpful to develop open communication and enable every student to feel sure that what he has confided to you will be treated professionally as a privileged communication.

Suggestions for guiding the discussion in the classroom

Some major principles that may lead to more productive discussion have been gleaned from teachers' experiences in using the types of questions included in the curriculum. They are only the initial questions one might ask. These principles are included to help you follow through and utilize children's responses to advantage.

1. One of the major factors that influence the productivity of a discussion is knowledge of the objectives of the unit. The objectives for each unit are at the top of the pages. If you think through the objective carefully before the discussion period, you may find your choice of follow-up questions easier.

2. Since human behavior is complex, it helps to examine all possibilities when considering eithe the causes or the consequences of a particular behavior. In class discussions, help the students consider a wide range of possible answers. Ideas presented in the earlier portions of the discussion can then be examined in terms of the probability of occurrence. Additional factors may be discussed which would help the children see conditions in which a particular answer might or might not be true.

3. Some answers reflect thinking about basic causes and effects, and others seem to reflect a confusion between causes and symptoms, or between short-term and long-term effects. You may need to keep questioning "why" or keep asking "and then what might happen" to help the children reach a deeper level of thinking (See "Classroom Questions" by Sanders).

4. The questions are carefully worded to avoid stereotyping and "black and white" classification; for example, "How might ...feel," "What might..." or "What do you think?" In this way a careful distinction is made between data and assumptions. It is hoped that children will become aware of the fact that one can never know how another person thinks or feels.

It is hoped that they will begin to appreciate the complexity of life and see that there are a number of possible causes and effects. In this way the child might be prepared for change and unpredictability.

Whenever children respond to questions about causes of behavior with a label such as "because she's an only child" or "because he is different," you may need to ask further questions to help children see that people are all different and that people behave in ways that are very different from any stereotyped descriptions.

5. Because behavior is complex and interacting, all questions in this curriculum ask for causes and effects. If children give one cause or one effect, continue questioning until more possibilities are explored. It is especially important to continue questioning even if the first response is quite insightful. You may indicate acceptance with noncommittal answer such as "Could be," "That's possible," "Perhaps," etc. Examine as wide a variety of possibilities as to causes and consequences of behavior as the class can develop. You may then consider those causes and/or consequences which seem more or less probable in light of what we know about human behavior at this time.

6. In order to build a background of concepts and attitudes about behavior, experiences have been introduced which start away from the child. Experience has shown that children become defensive when applications to their own behaviors are made too quickly. These defensive reactions tend to interfere with effective learning. Therefore, the questions focus on the behaviors of the story characters. You may find it wise to avoid the temptations of asking, "Have you ever seen anyone act like that?" or "Is that like Johnny acted yesterday?" etc.

   Children may supply answers such as "Janie's fat and forgetful like that," or "Henry is a fraidy cat, too." You will need to use discretion in handling these answers in a way that will lead to the most fruitful learning. Sometimes it may be best to ignore the comment and talk with the child alone later. You may wish to say, for example, "Many people are like that" or "I wonder why someone might be a cry-baby" or "What do you mean when you call someone a 'fraidy cat'? How does he act? Do you know anyone who is not afraid some of the time?" After a background has been given, you may decide that the class is ready to talk about real behaviors and problems. Even at this point you will need to exercise care at first in choosing problems that are less likely to be highly toned with emotion.

Then the problems that are more disturbing may be introduced gradually.

7. In some cases, the children may not respond to a question. If rephrasing the question or breaking it into simpler parts does not help, you may indicate a possible answer and ask them to think about it for a while. You can then come back to the question in a few days if a natural, pertinent situation arises. If not, you may be satisfied with just posing the question. Children frequently like to know that some questions about human behavior are hard even for adults and that we really do not have all the answers at present.

8. Children frequently give responses that seem to lead away from the objective or toward possible misunderstanding. You may be able gradually to get the class to decide whether the response is pertinent or whether they can supply a better answer. It is essential, however, that neither the teacher nor the class do so in a manner that indicates derision or punishment. A discussion flows more freely in an atmosphere in which respect is shown for all responses, even while the discussion is redirected to make it more fruitful. One of the goals of the program is to develop this kind of emotional climate. It will take time, and it requires skill and sensitivity to tone of voice, facial cues, and choice of words.

9. In order to encourage all children to participate, you may use several techniques. You may say such things as "On the next question will each of you be ready to give an idea. As soon as I have read the question and you have an idea, raise your hand." Then you may say, "Janie, your hand isn't up. Would it help if I read the question again?" Or you may try, "Billy, would you like to add an idea or disagree with Jim's answer?"

10. The goals of the program include the prevention of prejudice and premature evaluation of behavior. Therefore it is not helpful to label behavior as "good," 'bad," "nice," "not nice," etc., until after some of the causes and effects are understood.

11. At the end of the discussion sessions, you might restate some major ideas and objectives that have been elaborated upon. This may help the children realize how several stories can have similar ideas and objectives.

Sociometry

Sociometry is a method for forming groups and for informally evaluating the social interaction in your class. A sociometric test usually involves asking each member of a group to name those with whom he would like to associate in a particular activity.

The personal attractions that contribute toward the development and maintenance of a group are primarily of two types -- task oriented and non-task oriented. These attractions have been called the sociotele (task oriented) and the psychetele (non-task oriented) processes within the group.

Sociometrics in the classroom involves using questions to obtain selections for peer associates in both a play group and a work group. For example, each student might be asked whom he would like to sit beside or with whom he would like to work. The response helps the teacher obtain a composite picture of the social organization of the class.

To use this method for forming groups within your classroom, you might like to consult with your principal or other individuals. A recommended handbook on the topic is: Classroom Sociometric Analysis, available from The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

Small Groups

The use of small groups can help children to become actively involved in discussing feelings. Skills in working with a group need to be learned. The use of small groups at the lower level makes the classroom less formal and requires more guidance for carrying out tasks. The more vocal children are less likely to monopolize the discussion, because the shy members are not as afraid to speak up and challenge them in small groups. All group members are potential leaders, but formal leaders may be appointed if your class is sophisticated enough.

Role Playing

Role playing is a technique that gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts that stimulate them to think and talk. During the situations, the pupils can make choices, both right and wrong, and discover their mistakes by themselves. They will learn that their choice of actions affects other people as well as themselves. The students should feel free to choose alternative actions and discover their effects within a nonjudgmental environment. There are several basic steps in preparing your class for role playing.

1. Present the situation to the class and explain what problem must be solved in the situation. In some cases, you may ask students to decide what roles are needed.

2. Select the participants. At first you might choose students who are least threatened by new experiences. You might wish to have students exchange roles during the action.

3. Provide the children with props that will stimulate their imagination and give them a sense of confidence in creating their roles. As children get older, these props can be more and more simple or omitted altogether.

4. The stage is set for the situation by arranging the classroom furniture in an imaginary setting.

5. The role playing takes place.

6. A class discussion follows the role playing.

The audience has as significant a part as the players because of the importance of listening and observing in order to discuss the situation. When the role-playing situation has been completed, the class can talk about the situation, and the players can share the feelings they had in their new roles. The class might decide that the problem could be solved another way, and the role playing could be repeated. This enables the pupils to see that there are several ways to act in each situation. The children should begin to decide which solutions are most appropriate or constructive in working out specific problems. This is done by considering the effects of certain behaviors on the people involved. Remember that there are usually several constructive ways to resolve a situation. Do not lead the children to believe that there is a right answer or only one way of acting.

Have your students find a solution for the problems in each role-playing situation. Read the situation and prepare your students and the classroom for the presentation. If the children play the roles of animals, they might feel less threatened in expressing their feelings and actions. Remember to discuss the situation after it has been completed. This discussion is as important as the role playing.

During their first experiences with role playing, you may find some children who are threatened, some who do not put themselves into the role, etc. Remember that the approach also has to be learned and that it may take several experiences before some children "warm up." Some children also enjoy and profit from taping their role-playing experiences.

STAGES OF HUMAN DEVELOPMENT AND NEEDS AT THE PRIMARY LEVEL

In These Are Your Children by Gladys Gardner Jenkins, Helen S. Schacter and William W. Bauer (New York: Scott, Foresman and Company, 1953), we find these characteristics of primary children (page 292). (Reprinted with permission of the publisher).

Children perceive school as different from home and teacher as different from parent. Thus, they may behave differently in school than at home.
Generally primary school children express liking for school and seek approval of teachers.
Ability to empathize increases.
He learns that behavior has consequences and that he cannot always influence those consequences.
Develops a more critical and complex evaluation of self but finds it difficult to express.
A primary child cannot tell us much about how he feels even though he has learned to talk. Nevertheless, the emotional life of a child is not always hidden from view. We can often see it in his behavior.
Emotion is not an entity, it is a process. Emotional responses pervade all of his life. The child needs to learn how to cope with his feelings and understand why he might do some of the things he does.
Can talk about self.

PHYSICAL DEVELOPMENT

Period of relative slow growth. Body lengthens out, hands and feet grow large. Heart in period of relatively rapid growth.
Large muscles remain better developed than small ones, but improved coordination of small muscles by seven or eight.

Eye-hand coordination improving steadily.
Eyes not ready for much near work until eighth year. At about this age nearsightedness may begin to develop.
Baby teeth being replaced by permanent ones.
Handedness and eyedness established by beginning of period and should not be changed.
Activity level high -- child can stay still for only short periods.
Attention span still short, but increasing.
Eleven to twelve hours of sleep needed.
Moves from dependence on approval of adults to beginning of dependence on approval of peers.
Able to evaluate self better; anxious to do well.
Growing understanding of time and of the use of money.
Concerned about right and wrong.
Eager -- more enthusiasm than wisdom.
Full of energy, but tires easily; restless, often dreamy and absorbed.

CHARACTERISTIC REACTIONS

Learns best through active participation and concrete situations. Little abstract thought.
Enjoys songs, rhythms, fairy tales, myths, nature stories, true stories, comics, radio, movies, and t.v. By end of period becoming interested in collections and adventure stories.
Continuing growth from dependence to independence.
Can take more responsibility, but often "forgets." Still needs some adult supervision.
Learning to work out group plans and to cooperate with members of a group.
Makes much of "fairness" -- demands own turn and own rights. Becomes too competitive. Likes to make rules.
Understands safety precautions, but may forget or be overdaring, especially toward end of period.
Expresses feeling about adults. Resents being told what to do -- "too bossy," "not fair."
Ability and accuracy increasing.
Eager and curious -- wants to learn.
Grows from interest in present and immediate reality to interest in past.
Wants and needs adult approval.
Boys and girls play together, but differences in play and interests become marked.
More interested in the activity than in the end result.
Much spontaneous dramatization; ready for simple classroom dramatics.

SPECIAL NEEDS

Encouragement, ample praise, warmth, and great patience from adults.
The right combination of independence and encouraging moral support.
Wise guidance -- channeling of his interests and enthusiams, rather than domination or over-critical standards. A minimum of interference.
Ample opportunity for activity of many kinds, especially for use of large muscles.
Concrete learning situations and active, direct participation.
Must make adjustment to rougher ways of playground; needs adult help to do this without becoming too crude or rough or being overwhelmed.
Some responsibilities, though without pressure and without being required to make extensive decisions or achieve rigidly set standards.
Acceptance at own level of development, with understanding of nature and interests.
Help in gradual development of acceptable manners and habits.
Friends -- by end of period, a "best friend."

Integrating This Curriculum and Causal Approach into Other Subject Areas

This curriculum can be taught during a time period separate from other subject areas, or it can be incorporated into various subjects. This curriculum provides a variety of activities that incorporate reading and writing skills, group discussions, various methods of expression, art projects, and music activities. Therefore the materials can be used during language arts, social science, science, music, and art periods.

The causal approach can be used as a teaching technique in any area of study. Students are asked for causes, possible effects, and the reliability and accuracy of information. The content can be modified to reinforce the concepts of behavior in any area of study. For example, in a social science unit the students can look for historical clues that show whether a person can satisfy his needs more readily by working with others or by depending only on himself. History can be used as a way of investigating the effects of past behaviors. A story can illustrate some of the needs people have. Language arts can be used as a way to help children express their needs and feelings. Math units may help the child understand that he makes decision on the basis of probability. Science units may teach the interdependence of certain types of living organisms. You may be able to reinforce the major concepts in these units by being alert to ways in which these activities can be interrelated with the other experiences of the child.

SUPPLEMENTARY READING FOR THE TEACHER

These are highly recommended readings for all teachers about to become involved in the teaching of this curriculum.

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Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, Inc., 1962.

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Megargee, Edwin I and J. E. Kokanson. The Dynamics of Aggression. New York: Harper & Row,1970.

SUPPLEMENTARY READING (continued)

Menninger, Karl. *The Crime of Punishment.* New York: Viking Press, 1968.

Noar, Gertrude. *The Junior High School Today and Tomorrow, 2nd Edition.* New Jersey: Prentice-Hall, 1960.

Noar, Gertrude. *Teaching and Learning the Domocratic Way.* New Jersey: Prentice-Hall, 1963.

Ornstein, Allen and Vairo. *How to Teach Disadvantaged Youth.* New York: David McKay Co., Inc., 1969.

Postman, Neil and Weingartner. *Teaching As a Subversive Activity*. New York: Delacorte Press, 1969.

Raths, Louis E., Merrill Harmin, and Sidney B. Simon. *Values and Teaching.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

Redl, Fritz. *When We Deal with Children.* New York: The Free Press, 1966.

Redl, Fritz and William W. Wattenberg. *Mental Hygiene in Teaching, 2nd Edition.* (pp.60-84) New York: Harcourt, Brace & World, Inc., 1959.

Rubin, Theodore. *The Angry Book.* New York: MacMillan Co., 1969.

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Shaftel, Fannie and George. *Role-Playing for Social Values: Decision-Making in the Social Studies*. New Jersey: Prentice-Hall, Inc., 1967.

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UNIT 1 FFELINGS

Purpose of the Unit

To help the students begin to understand themselves and others by recognizing and accepting individual characteristics and differences; to recognize, describe, and express their feelings; and to see some of the similarities and differences between their feelings and the feelings of others.

Objectives for the Learner

The learner will show his ability to describe himself and others and show his understanding of feelings by his ability to:

1. Identify information about given objects.
2. Describe some information about himself and his family.
3. Describe some information about his teacher and his classmates.
4. Talk about similarities and differences among individuals and realize why we need to accept them.
5. Name some words that express feelings.
6. Talk about some feelings people have and when and where those feelings might be expressed.
7. Talk about some of his own feelings and when and where they might be expressed.
8. Identify persons he can go to for help when he has feelings that bother him.

To the Teacher

Learning experiences in the unit are designed to stimulate the students to express verbally characteristics about themselves.

This unit is concerned with the characteristics about an individual that make him unique from others. It is the first step toward helping the students feel more comfortable about discussing subsequent units that deal with feelings, needs, actions, frustrations, anger, and harmful actions. It is easier for boys and girls to discuss obvious characteristics first, before they deal with feelings and needs.

The observable information about a person could include size of waist, feet, and hands, development of teeth, height, texture of hair,and color of skin, hair,and eyes. Further information could relate to where someone lives, size of family, favorite games, toys, hobbies, loudness of voice, bounciness, and general traits that relate to disposition.

The child's vocabulary at this age, as well as his total world, is small. Parents have some limitations in helping children develop and grow. To help the child develop, you will need to begin where he is and guide him to meaningful experiences.

It is essential that you create in your classroom an atmosphere that enables students to talk freely and comfortably. If this can be accomplished early in the program of study, the children are less likely to feel threatened when they talk about more personal topics in later units.

Your approach to discussions will be a significant factor in developing an atmosphere conducive to openness and honesty. Your questions and reactions to the students' answers are very important to the kind of openness a child perceives. Your nonverbal language and your behavior also reveal your openness.

Try to be a good listener and give students adequate time to find appropriate words to express their responses. Be alert to the nonverbal cues they give about their ideas, attitudes, and feelings. Try to sense when things may be going badly or very well for a particular student.

Physical arrangements in the classroom can help lead to an open, tolerant feeling. For example, students may feel more comfortable seated on the floor in a circle during discussion.

Help the students understand that information about each person is different, and at this age there are many differences among individuals. Deal with the idea that these differences make each of us unique, important, and interesting.

Your own attitude will be extremely significant in this area. You may find it difficult to find valuable, worth-while characteristics in a child. If you find it hard to accept and value a particular child, the other children in the class may tend to reject him. A vicious cycle in which the rejection causes the child to act in a way that makes it even more difficult to accept him, may be started. Teachers may be able to break this cycle by helping such a child find success.

Feelings are a real part of everybody. Feelings are one factor that causes people to act the way they do. For instance, if a child feels unwanted, he may react in the classroom by withdrawing or by seeking attention. You must realize that feelings have a major influence on how a child acts in the school and at home. If you are aware of a child's feelings, you may understand how best to help him.

Any feeling a child has, whether it is a fear of the dark or a feeling of failure, is real for him. Thus, it is not a question of whether or not a child *should* feel in a certain way. He just *does.* You can, however, question the manner in which a child expresses a feeling by looking at the effects that expression has on himself and on others. It is important that you and your students learn to accept and recognize the whole range of feelings. At first both of you may feel uncomfortable and awkward in openly expressing your feelings to one another. Therefore, it is necessary to build a trusting and supportive atmosphere in your class. This can come about in the way you handle confidential information the children give you. It also can come about in classrooms where teachers are open and accepting at all times. Your concern should be to get feelings out in the open. Only then can the child be helped to learn constructive methods of expressing his feelings. You cannot expect children to be in touch with their needs and feelings. They will have to learn this.

Try not to impose your values on the children. It is easy to do this unconsciously. Unless your students feel that they can talk about any feelings they have and still gain your acceptance, you will find that students will share only their pleasant emotions. Usually these are not the emotions that the children really have trouble expressing constructively.

A primary task at this level is to help the students develop the tools as well as the confidence they need to talk about their feelings. You will have to supply some words as the children build their vocabularies. Without this help, children are often unable to verbally express their feelings. The object of the following learning activities is to help children learn to *express* their feelings in constuctive ways. Children cannot learn new methods if the emphasis is on denying, controlling, or hiding feelings.

If you have any questions about a child's feelings, seek further understanding by asking open-ended questions (e.g., When might you feel this way? When might that not be true?). Often a most effective way to stimulate response is to formulate questions from the students' responses. If your responses are negative, the students will feel inhibited. But if you act as a stimulator and a questioner, the students will respond openly and possibly seek your help when they have problems with their feelings. Try to avoid responses which imply that the child should not feel in a certain way. Avoid projecting what your feelings might be if you were in a given situation. Instead, help the child identify how he actually does feel.

Materials for Teaching This Unit

TEACHER RESPONSIBILITY

Activity A	Two large cardboard boxes, a variety of manipulative materials and objects
Activity B	Magazines, paper, glue, scissors
Activity C	Large roll of brown wrapping paper, crayons, paint, brushes, scissors, mirrors
Activity D	Measuring tapes, yardsticks, paper for charts, pictures of stages of development in living things. For example: A puppy grows into a dog. An egg grows into a bird
Activity E	Magazines, photographs from home, paint brushes, scissors, glue (If you use photographs send home an explanatory letter.)
Activity F	Appropriate art media, paper, crayons, paint, brushes, costumes
Activity H	Magazines, flash cards of feeling words, pictures of themselves
Activity J	Paper, crayons, hand mirrors, and tape
Activity L	Ditto sheets
Activity M	"Chart of Words", art materials
Activity O	Instrumental music and rhythm band instruments, rubber ball
Activity P	Large book with empty pages, magazine pictures of things that make them afraid

Activity R Paints, crayons, paper, psychedelic colors (poster colors)

Activity T Folded paper, crayons

MULTIMEDIA

Activity I Sound filmstrip: "The Joy of Being You," "People Packages," "All Kinds of Feelings"
From: Scholastic/Kindle
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Activity O Record of instrumental music of varying tempos
Volume 1 of "Dance, Sing, and Listen Series." $5.00
Volume 2 of "Sing and Listen, Again." $5.00
From: Dimension 5
185 Kingsbridge Station
Bronx, New York

Activity Q Sound Filmstrip: "Listening, Looking, and Feeling" 10 min. each
From: Bailey-Film Associates
11559 Santa Monica Blvd.
Los Angeles, California
$38

Activity W 16mm. film, 11 min.: "What to Do about Upset Feelings" 1964, Primary.
From: Coronet Building
Chicago, Illinois 60601
Color $130. black and white $65

Teacher Activity

To help you understand some of the feelings that your students may be experiencing in this unit, try to complete this Teacher Activity.

How do you describe anger?
Describe the last time that you felt angry.
Why do you suppose you felt angry?
How would you feel about describing this feeling of anger to a group of people?
What might have to happen to make you feel comfortable about discussing your feeling with a group?
How do your angry feelings affect your class?
How might you feel if someone told you that your feelings were wrong or that you had no reason to feel that way?
How might you react to this person?
Was it hard for you to answer these questions? Why or why not?

UNIT I FEELINGS

The learner will show his ability to describe himself and others and show his understanding of feelings by his ability to:

1. Identify information about given objects.
2. Describe some information about himself and his family.
3. Describe some information about his teacher and his classmates.
4. Talk about similarities/differences among individuals and realize why we need to accept them.

Activities	Objectives/Materials
(A) Identify objects in the "Feely Box." Grade levels 1,2	1
This activity should be used for students who might be culturally deprived. Before asking them to describe people and discuss feelings, you should be aware of their abilities to describe objects.	Two large cardboard boxes, variety of manipulative materials of different sizes
Gather several cardboard grocery boxes that are easy to handle. Place in each box a variety of manipulative, safe objects like erasers, masking tape, and cloth of different textures.	
A number of boxes can be placed in the room. 1. Empty the box on the table. 2. Look at all the items. 3. Pick up and feel each item. Let it touch any part of your body. 4. Put each object back in the box before choosing another. 5. When all the items are in the box, close your eyes and again reach into the box. 6. Choose one item from the box, and hold and touch it with one or both hands. Make a secret guess about which item you are holding. 7. Pull the item from the box, look at it, and match it with your secret guess. 8. Share information about your object with the class or a friend.	
(B) Match descriptions with pictures. Grade levels 1,2,3	4
Collect magazine pictures of people of different ages, races, and sexes. For each picture write a simple descriptive phrase	Magazines, paper, glue, scissors

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Activities	Objectives/Materials
on a strip of paper, such as, a man with brown skin, a woman with white hair, a boy with a smile. Display the pictures on a bulletin board, and let the class match the written descriptions with the appropriate pictures. Older children might write or dramatize stories to match the pictures.	
Talk about how people are similar and different. Possible questions for the discussion are: 1. What information about these people makes them appear to be different? 2. What information about these people makes them appear to be the same? 3. Are all the pictures of people laughing? 4. Do any of them look afraid? happy? sad? angry? 5. Describe some of the ways that people look different to you. Ways they look similar.	
(C) Draw life-size pictures of themselves. Grade levels 1,2,3 The children can help each other trace their outlines on large sheets of brown wrapping paper placed on the floor. Each child can lie on the paper while someone traces his figure. You may need to help in order to save time. Each child can draw or paint his physical features on the outline. Mirrors are helpful. Groups of three or four can help each other with specific details.	2,3,4 Large roll of brown wrapping paper, crayons, paint, brushes, scissors, mirrors
When the children have finished coloring their outlines, cut them out and display them. The class may want to guess whom each	

5. Name some words that express feelings.
6. Talk about some feelings people have and when and where those feelings might be expressed.
7. Talk about some of his own feelings and when and where they might be expressed.
8. Identify persons he can go to for help when he has feelings that bother him.

Activities	Objectives/Materials
drawing represents. This activity can be repeated at the end of the year for purposes of comparison.	
(D)Measure each other. Grade levels 1,2,3	2,3,4
Bring to class measuring tapes and yardsticks. The children can measure each other's height, waist, foot, hand, arm, etc. On a large chart, record this information next to each child's name, and display the chart on a bulletin board. It would be helpful for you to share similar information about yourself. Later in the year the pupils can take their measurements again and compare them with the earlier ones. After the measuring activity, the class can talk about measurements that will change as they grow and measurements that may not change. They can discuss how tall they may become and why girls from ages one through twelve are often taller than boys the same ages. They can also discuss how boys and girls, brothers and sisters, and parents are similar and different in measurements. It might be helpful to talk about how other things change as they grow. (A puppy grows into a dog. An egg grows into a bird.)	Measuring tapes, yardsticks, paper for charts, pictures of stages of development in living things
(E)Make a scrapbook about themselves. Grade levels 1,2,3	2,3,4
The scrapbook can help others learn about the child. The book might include pictures he draws or paints about his family, a pet, a friend, his house, a favorite game or toy, his room, etc. Some students may want to bring photographs from home. (A note explaining the project should be sent to the parents.) Other students	Paper, crayons, photographs from home, paint, brushes, scissors, glue, magazines

UNIT I FEELINGS

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4. Talk about similarities/differences among individuals and realize why we need to accept them.

Activities	Objectives/Materials
may want to bring magazines to *use in making collages.* Each student should include something he feels is unique about himself. When the books are completed, the students can sit in a circle and show them to each other. This activity can be repeated later in the year for purposes of comparison.	
(F) Draw, paint, write about, or dramatize situations concerning their families or people who take care of them. Grade levels 2,3 It may be helpful to have different media available for the children to illustrate situations concerning their families or people who take care of them. It may help the class to give them themes to present in their work, such as: 1. What I like to do with my family, my guardians, my adult friends 2. Togetherness on a Saturday morning 3. A special day in my home	2 Appropriate media: paper, crayons, paint, brushes, costumes
(G) Describe a student who has left the room. Grade levels 1,2,3 Have the students close their eyes. Then choose one student to leave the room. After the child has left, the students open their eyes. Tell them who has left, and have them describe as many things as they can remember about him. A possible variation is to give a description of someone in your class and let the students guess whom you are describing. Some possible ideas to discuss with the class are: 1. What would happen if the information describing the student who left applied to the whole class? Would you be able to guess who was out of the room?	2,3,4

5. Name some words that express feelings.
6. Talk about some feelings people have and when and where those feelings might be expressed.
7. Talk about some of his own feelings and when and where they might be expressed.
8. Identify persons he can go to for help when he has feelings that bother him.

Activities

Objectives/Materials

2. Discuss several reasons why it is often helpful that information describing each person be different.

(H) Develop Vocabulary. Grade levels 1,2,3

Children often know how they feel and yet do not know the words to express their feelings. To help the students develop their vocabulary in this area, you can make a set of flash cards of "feeling" words. As the students' understanding of these words increases, they may be able to discuss their feelings more freely. Listed below are some words to use:

5,6

Magazines, pictures of themselves, flash cards of "feeling" words

Happy
Mad
Sad
Glad
Angry
Worried
Important
Brave
Determined
Proud
Afraid

Loved
Joyful
Merry
Upset
Excited
Outraged
Alone
Jealous
Lonely
Embarrassed
Safe

Hurt
Ashamed
Pleased
Beautiful
Ugly
Unsure
Sure
Trusting
Trusted
Fat
Skinny

You may find it helpful to use magazine pictures of people to illustrate the words on the flash cards. These pictures should be in progression from one feeling, as shown by one person per picture, to more than one feeling, as shown by several persons per picture. For each flash card, cut out a variety of illustrations that express

UNIT I FEELINGS

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Activities | Objectives/Materials

a feeling. As you show both the card and the picture, you may use these questions for discussion:

1. How do you think this person might feel? (Ask this question before you show the card. You might want to say that feelings take place in your heart, soul,or inside of you. A feeling is different from an action.)
2. Why do you think he might feel that way?
3. Do you look or act the same way when you feel as he does?
4. Can we always tell if a person feels____________by the way he looks?
5. How else might this person feel?

Ask a child to show an expression and see if you, the teacher, can guess the feeling he is expressing. You may need to help the class understand that the same expression may reflect more than one feeling. You may say that a person looks sad, whereas a student may say he looks angry. There are no wrong responses. However, question a student further about why he thinks a person feels a certain way.

You might point out to the children that since we do not "live inside someone else's skin," we cannot ever really know how he feels. We can only guess from the way he looks, acts, and talks. Because of this fact, all the questions in this curriculum are worded to recognize a condition of probability rather than certainty, i.e., may, might, do you think, etc.

5. Name some words that express feelings.
6. Talk about some feelings people have and when and where those feelings might be expressed.
7. Talk about some of his own feelings and when and where they might be expressed.
8. Identify persons he can go to for help when he has feelings that bother him.

Activities	Objectives/Materials
You may use the flash cards and pictures to make a word chart for a bulletin board. Place the pictures beside the words they express and refer to them throughout the unit. You may have several expressions beside one word. This "Chart of Words" can be used in later activities.	
(I) View sound filmstrips. Grade levels 1,2,3,4 "The Joy of Being You" shows the everyday doings of young children in a variety of surroundings and moods. Each child will find someone who resembles him, and acts or feels as he does at times. Script and teaching guide help you encourage each child to accept himself and others, and to affirm the value of every child as a unique individual. (#6968) $12.75 net "People Packages" begins with various boxes used to package food and goes on to suggest that animals-and people, too- have a variety of outer wrappings. The idea of protective "packages" for people is enlarged to include clothes and shelter - an introduction to an important social studies concept. (#6969) $12.75 net "All Kinds of Feelings" ranges from feeling by touch and other sensory experiences to inner feelings such as joy or lonliness, which are common to all children. The narration suggests that there are reasons for every mood. With this filmstrip, teachers will help children to recognize and deal with their own feelings and emotions, and to understand those of others. (#6970) $12.75 net	1,2,3,4,5,6,7,8 "The Joy of Being You" "People Packages" "All Kinds of Feelings" Sound filmstrips

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Activities	Objectives/Materials
There is a guide provided with the sets, which offers suggestions for utilizing these sound filmstrips.	
(J) Draw faces and tape one to their desks each day. Grade levels 1,2,3	5,7,8
It would be helpful to have mirrors so the students may check the way they look as they draw the faces. Each student and the teacher will have several faces to express different feelings. You may want to talk about the possible feelings they can draw. In the morning, everyone can select a face that best fits how he feels, and tape it to his desk. You too should select a face. In the beginning of this unit, you can talk privately to students to discuss why they chose particular faces. When you feel the class can handle the situation, everybody can discuss why he chose a specific face. Possibly the class could be supportive of those children who have expressed sad or angry feelings and be available for help.	Paper, crayons, hand mirrors, or a full-length mirror
A student should also be able to change the face as his feelings change throughout the day. If most students seem to be "saying" they are happy, it might help if you put up your sad face and tell them something that is making you sad. Then they might not be afraid to admit that they can feel sad.	
For first graders who might have difficulty keeping track of a number of different faces, you might try using one piece of folded paper with the different faces on different folds. Then these students need only locate one piece of paper for this activity.	

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8. Identify persons he can go to for help when he has feelings that bother him.

Activities	Objectives/Materials
(K) Illustrate feelings. Grade levels 1,2	5,6,7,8

You can sometimes tell how a person feels by the way he looks, walks, talks, and sits. To help the discussion, choose some of the "feeling" words the class has talked about and place them in the questions below.

1. How can you tell when a person feels________________?
2. How do you act and look when you feel________________?
3. Do all people act or look the same way when they feel__________?
4. What makes you feel________________?
5. What might you do to make someone feel________________?

As you talk about these feelings, ask the class to show you how they would look, walk, sit, etc., if they felt a certain way.

A simple prop might stimulate the discussion. Tape a flashcard on a student and ask him to show the class how he would act if he felt that way. You could also play a game by taping a flash card on the back of a student (or yourself) so that he cannot read what it says. One child at a time would act out the feeling to help the student guess the word on his back.

An entire situation in which a feeling is expressed could be pantomimed. Then the class would try to guess what feeling he had. They should ask him when and where he has felt that way. You may need to give specific situations to pantomime, such as being afraid to walk down a dark alley, or the children in groups can make up their own.

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Activities	Objectives/Materials
You may also point out that often people feel more than one emotion at a time. Walking down a dark alley can be both frightening and exciting.	
(L) Describe how they feel today. Grade levels 1,2,3 If the students can read and write, make a ditto sheet. If they cannot, ask them the two questions and instruct them to draw a picture of how they feel today. Try to develop the words from the vocabulary development, so they will use words other than "happy" and "sad." Refer to Activity H.) The ditto sheet might look like this: Today I feel ____________________________________ Here is a picture to show how I feel today. I think I feel this way today because ________________________	5,7,8 Ditto sheet
(M) Express "feeling" words in an art form. Grade levels 2,3 Each student should pick out a word from the "Chart of Words" (see Activity A) and express it in some art form. Have the students display their art work in front of the class or in a chalk tray. See if anybody can recognize the "feeling" expressed and tell when a person might feel that way. This can be done a number of times. The pictures should be large enough to be seen from the back of the room.	5,6,7,8 "Chart of Words" Art materials

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Activities	Objectives/Materials
(N) Listen to and discuss "Arthur and the New Baby." Grade levels 1,2 The idea in this story is to help the students realize that all of us have the need to be loved and to belong to families and have friends. Because Arthur's mother was not spending so much time with him after the new baby arrived, he felt she did not love him any more.	5,6,7,8

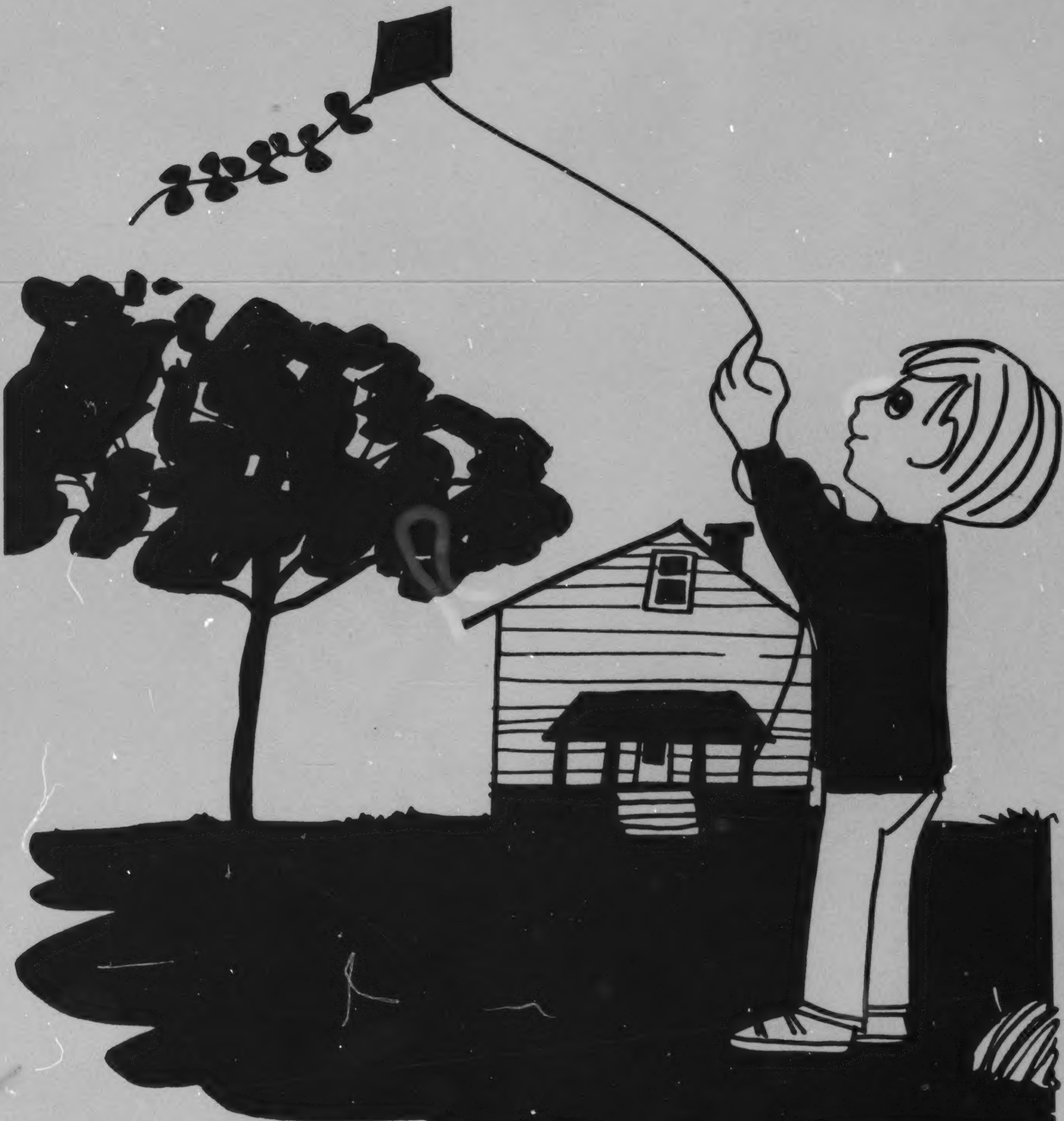
"Arthur and the New Baby"

Arthur was flying his kite. It flew high above his head. It was higher than the trees. But Arthur could still see the kite. The strong wind made the kite glide through the air. Arthur ran along the ground after it. He held very tightly to the string.

Mother called from the window, "Arthur, dinner is almost ready! It is time to come in."

Arthur began to wind up the string on his kite. It began to come down. He had to be careful to keep the kite away from the tree tops. The kite was made of paper. The branches could tear it. A kite with a hole in it will not fly.

Arthur watched the kite as it came down, down, down. But all at once the wind blew it right over the trees! Arthur tried to move his kite away from the tree tops. But the wind stopped blowing. The kite rested gently on a tree branch.



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Arthur and the New Baby-1

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Arthur did not pull on the kite string. He did not try to get it down by himself. He smiled and thought, "Mother will help me get it down."

Dan ran into the yard. He saw Arthur's kite. "I will help you, Arthur," said Dan. "I have a pole at home. We can knock the kite down."

"No," said Arthur. "My mother will get the kite for me. She likes to fly kites with me."

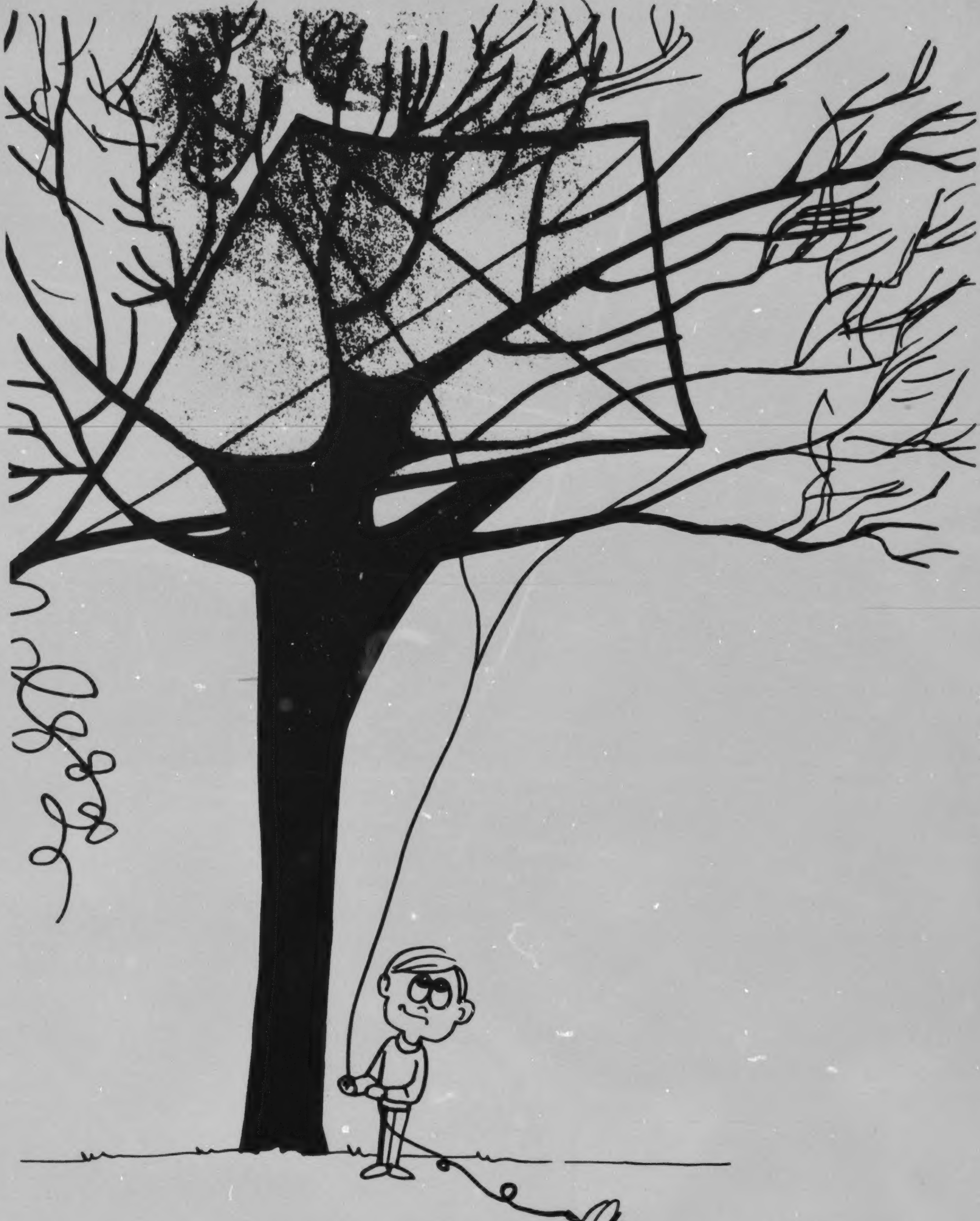
Arthur ran to the kitchen door. "Mother, my kite is caught in the tree branch. Can you help me?"

Mother smiled, "I don't have time right now. I am feeding the baby. You dinner is almost ready. Come in and wash your hands. We will get your kite after dinner."

Arthur thought, "She does not care about my kite. She does not even care about me." He walked crossly out of the kitchen.

When dinner was ready, Mother, Father, and Arthur sat down together. Mother told about the baby's new tooth. It was very early for a baby to have a tooth. Mother seemed pleased. Father laughed.

Arthur did not say anything. Suddenly, he pushed his plate away. "I am not hungry," he said crossly.



Arthur and the New Baby-2

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Arthur went to his room. He was so angry he forgot about his kite. He did not notice that it had begun to rain. Father looked at Mother in surprise. He wondered what was wrong. Arthur did not usually behave this way. Father started to call Arthur back to the table. He wanted him to finish his dinner.

Mother said, "No, Arthur is upset. He needs time to think."

The next day before dinner, Arthur was playing with Dan. Suddenly he remembered his kite. Arthur ran home. He looked for his kite up in the branches. There were only some bits of paper hanging from a branch. Arthur started to cry.

Mother and Father heard Arthur crying. Mother wanted to find out what had happened. But it was time for baby's nap. Father said, "I will find out why Arthur is crying."

Father saw what was left of the kite. He said, "Oh, I see what has happened."

"I wanted Mother to get it." Arthur began to suck his thumb.

"Do you like Mother to do things for you?" asked Father.

"Yes," Arthur said. "I used to have fun with Mother. Now she is too busy for me. I guess she likes the baby better."

"I am sure that is not true. But I think we might all talk about this," said Father.

Arthur nodded. They walked into the house.

The baby was sleeping. Mother, Father, and Arthur sat in the living room.

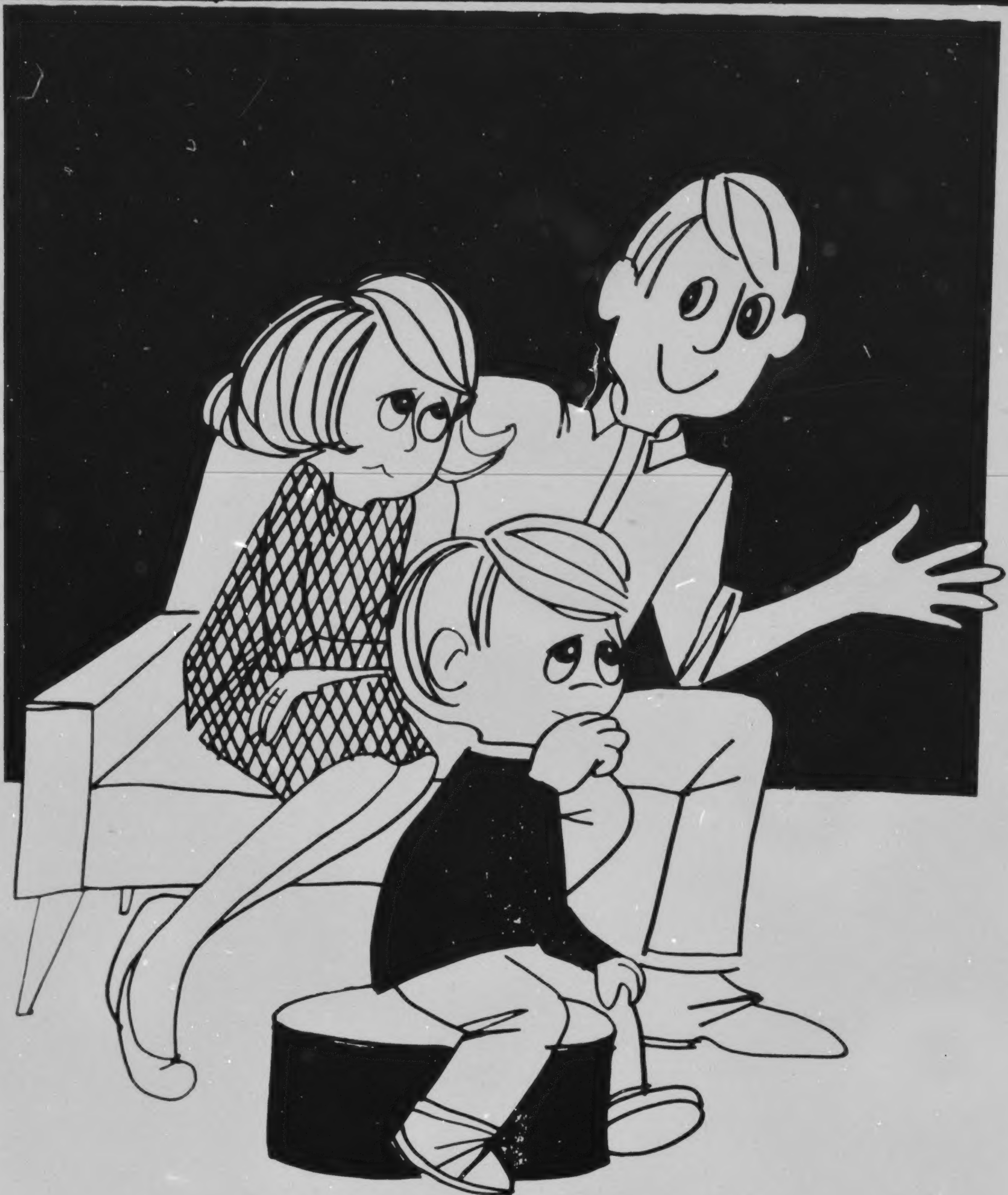
Father said to Mother, "You are very busy with the baby."

"Yes," said Mother. "The baby takes up much of my time."

Arthur said, "You used to play games with me and tell me stories. Now you have a new baby. You never have time for me."

Mother looked surprised. She had not thought about how Arthur might feel. "Lately I have been very busy. I have had less time to play with you. I wanted to play with you. But I must take care of the baby. A baby needs many things. She cannot do anything for herself. Once you were like her. I took care of you when you were a baby, too."

"Yes,"said Father. "But now there are many things, Arthur, that you can do for yourself. Instead of being more work for Mother, you can now help Mother. I have an idea, Arthur; you could help Mother with some of her work. Then she may have time to spend with you."



Arthur and the New Baby-3

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I-34

Mother smiled and said, "Yes, I would be glad for some help. I will be glad to have more time with you,too."

Arthur was thinking. He was not like his baby sister. There were many things he could do for himself. He could even help Mother.

Father smiled. He thought, "Arthur is growing up."

The next day, Arthur said, "Mother, Mother, can I help?"

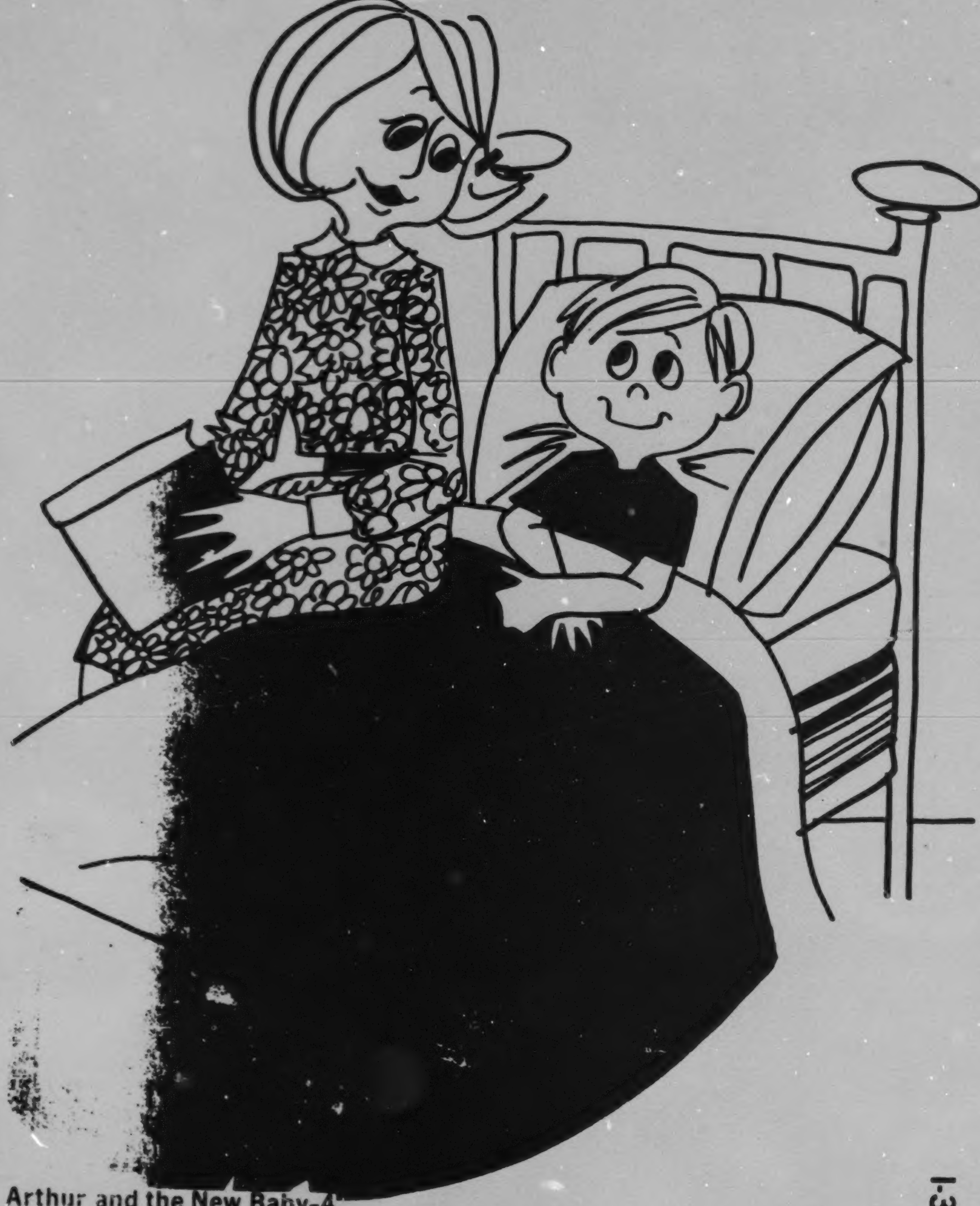
It made Arthur feel good that he could help Mother. He worked hard to make the table just right.

After dinner Mother said, "Thank you for helping. Now I have time to read to you. Pick any story you want."

This made Arthur very happy. He had helped Mother. Then she had more time for him.

Questions for discussion:

1. What were Arthur's feelings toward the new baby?
2. How did he act when he had these feelings?
3. How did Arthur feel after he found out that his parents loved him also?
4. Have the students ever felt this way? Can they tell when and where they have had this feeling?



Arthur and the New Baby-4

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UNIT I FEELINGS
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3. Describe some information about his teacher and his classmates.
4. Talk about similarities /differences among individuals and realize why we need to accept them.

Activities Objectives/Materials

5. Did they talk it over with their parents?
6. You may want to introduce the word "jealous" to the children.
7. What can you do when you feel left out?

You might have children draw illustration of how parents might look if they did not love Arthur or how Arthur might look when he thought he was not loved.

From *Education in Human Behavior, Handbook I for First Grade Teacher*, the Educational Research Council of America, Rockefeller Building, Cleveland, Ohio, 44113. Used with permission.

(O) React to music and rhythm. Grade levels 1,2

Students may react to music in a variety of ways. As you play a number of selections of music, you can have the class clap to the rhythm, then walk to the rhythm. Some may even progress to bouncing balls or rolling them. You may participate, too.

5,8

Instrumental music with varying tempos, rhythm band instruments, rubber ball

Some students may prefer to draw pictures to the music you are playing.

After any of these activities, you can ask the children if the songs evoked different feelings.

Students might like to talk about their feelings, how the music affected them, and how it might make them act. The students may feel differently about the same piece of music. You should help them realize that they might even feel differently about the same

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Activities | **Objectives/Materials**

piece of music if they were to hear it again. Some might say that the music made them nervous or rushed. Others that the slower beats made them feel relaxed. Some might say that the march music made them feel happy, but they might not know why.

Suggested records for continuing this activity:
Volume 1 of "Dance, Sing and Listen Series"
"Dance, Sing and Listen, Again!" Volume 2

(P)Bring pictures to class of things they fear. Grade levels 1,2
This activity deals specifically with the feeling of fear. Have the class bring in or draw pictures of things that make them afraid. These pictures should be collected, placed in a classroom book entitled "Things That Make Us Afraid," and placed on display so the children can see what others have put into the book. They can discuss the feeling of fear as it relates to other people and themselves. They can talk about when they feel that way, whether or not they are all afraid of the same things, whether or not fear might be a helpful feeling, and to whom they might go if they wanted to overcome the fear. This activity can take a great deal of time because the youngsters have a great deal to fear.

5,6,7,8

Large book with empty pages or a scrap book

Possible questions:
1. Why do you think you are afraid of________________________?
2. What can you do to protect yourself from ________________?
3. Is everyone afraid of ___________________?
4. What can we do when we are afraid?

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Activities | Objectives/Materials

5. Where can we go for help when we are afraid?

(Q) React to sound filmstrips. Grade levels 1,2,3

This sound filmstrip series dealing with feelings serves as a motivational experience. There are four filmstrips in the set. The most appropriate ones are "The Beach," "Wind and Rain," and "The City."

There is no talking in the sound portion. The students hear the sounds that are associated with the place mentioned in the title. On the chalkboard, the class and the teacher can list the sounds they hear. Then they can react to the feelings that these sounds might bring about by means of drawings or finger painting. The students can also discuss how they might feel if they were in these locations.

5,6,7

Sound filmstrip
"Listening, Looking,
and Feeling"

(R) Choose a color to express a feeling. Grade levels 1,2,3

Students can choose any color and style they wish to express a feeling: paints, finger paints, or crayons. Instrumental music should be played to help them feel creative. After the students have drawn, colored, or painted, you can ask them to explain their work, especially at the second - and third-grade level. This can be done by having the students show their pictures to the class, asking if anyone else has the same feelings and/or talking about when and where they have had these feelings. They might want to explain why they used curved or jagged lines and why they chose a particular color. It should be noted that the color "black" no longer carries the traditional psychological implications

6,7

Paints, crayons, paper,
psychedelic colors
(poster colors)

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Activities — Objectives/Materials

it once did.

The students might also discuss their feelings while they were creating as opposed to their feelings after they were finished. The feeling might be different.

(S) Choose words that describe the feelings of people in certain situations. Grade levels 1,2 — 5,6,7

Below are listed sentences that describe a situation. The class can try to give a word that describes the feeling being expressed by the character in each situation. Remember that a situation can express more than one feeling. If a student gives a response that you do not understand, do not express dissatisfaction. Instead, ask him to explain why he feels that the situation expresses such a feeling. Again, you can refer back to Activity H on the development of vocabulary, so the students can use more descriptive words. You can use this activity as a class discussion, or the students can read the sentences and write their responses.

1. Susie's father gives her a kiss. How do you think she might feel?
2. A rabbit hops with all his might to get away from a big dog. If he feels the way people do, how do you think he might feel?
3. Jim is moving to a new house or to another city that is far away from all his friends. How might you feel if you were moving?
4. Jane has a new baby brother. How might Jane feel about her brother?

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Activities	Objectives/Materials
5. Karen is making a birthday cake for her mother. How do you think Bobby might feel?	
6. Bobby is having a bad dream and wakes up crying. How do you think Bobby might feel?	
7. Tom is lost in a big department store. How might you feel if you were Tom?	
8. Liz has taught herself to swim. How might you feel if you were Liz?	
9. Bill and John are brothers. Their father takes Bill to a baseball game, but John has to stay home. How might you feel if you were John? How might you feel if you were Bob?	
10. A puppy was running so fast that he ran into a tree and bumped his head. How do you think the puppy might feel?	
(T) Draw things that they associate with good and bad days. Grade levels late 2,3	7
There are days when things seem to go all wrong. Perhaps you can spend a few minutes and explain why some days are good and some are bad. Then begin this activity. Ask the students to fold a paper in half lengthwise. In one column they draw all the things they associate with "good" days and in the other column, things they associate with "bad" days. After a class discussion, you might want to share some items from lists you have made. A few students might want to then share pictures with the class.	A folded paper and crayons
Ask the students why they placed some pictures under good days and bad days. Discuss why some students have the same item under	

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Activities Objectives/Materials

opposite headings. Ask the students if they feel differently on the good and the bad days. They may begin to realize not only that they feel better on the good days than they feel on bad days, but also that they seldom feel the same way all day. Discuss how the weather, activities, and surrounding experiences affect the way people feel. (When it rains we can't go out and play, so we may be unhappy.)

(U)Talk about feelings.Grade levels 2,3

Each person reacts and feels differently about the same situation. For instance, some children may feel sad and rejected when they must play alone, while other children enjoy playing by themselves. The students can talk about situations that make them feel a certain way, and the class can share their feelings about similar situations they have experienced. 6,7

You can begin the discussion by sharing one of your own experiences. For instance, you might tell of a situation in which you have felt frightened. Ask if some students have had an experience similar to yours but felt differently than you did about it. Ask the class if anyone else has felt frightened.

Some possible ideas for discussion are:
1. Tell some times you have felt________________________.
2. Have any of you had the same experience but felt differently?
3. Why might two people have different feelings in the same situation?

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Activities — **Objectives/Materials**

4. Right now I feel ______________________.
5. Why might we be having these different feelings?

This activity re-emphasizes the concept that not everyone feels the same way at the same time and that there is nothing wrong about feeling differently than someone else. You might share some of your answers to these questions.

(V) List feelings they like and dislike. Grade level 3

5,6,7

Using the questions below, have the class make up their own list, either by written response or pictorially, (1,3,5) of feelings they like and dislike.

1. Which feelings do you like?
2. Why do you like these feelings?
3. Which feelings do you not like?
4. Why do you not like these feelings?
5. How do you feel now?

Then as you discuss the questions, make two lists on the chalkboard of the feelings that the students like and dislike. This will help the children become aware that we do not all react in the same way to the same feeling. There can be further discussion about why reactions might differ and whether or not this is helpful.

(W) View film. Grade levels 1,2,3

5,6,7,8

"What To Do about Upset Feelings" 16 mm film

Understanding why you are upset, facing your responsibilities, talking to someone about your feelings, and taking some positive action are four ways of overcoming upset feelings. By presenting

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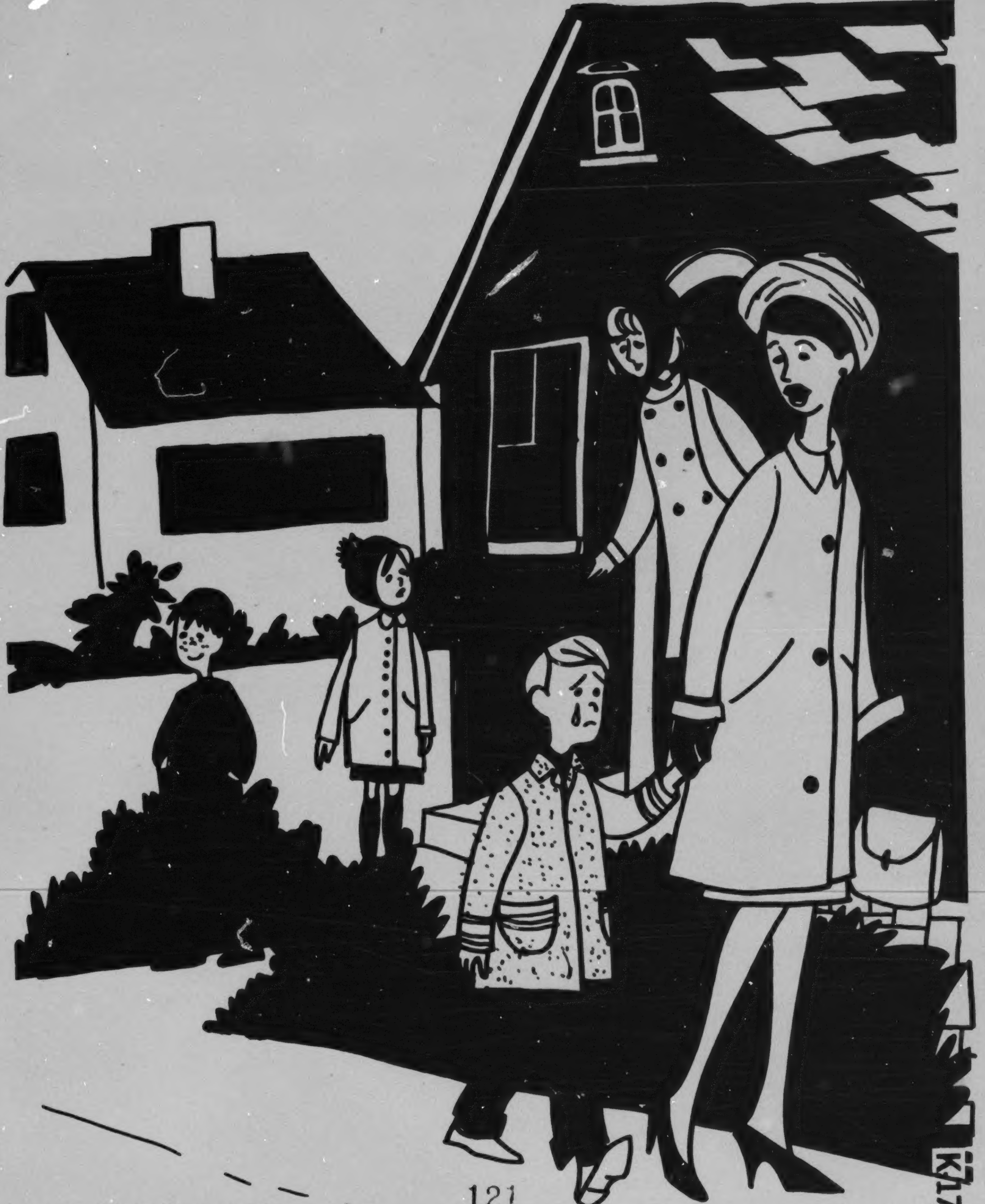
Activities	Objectives/Materials
three parallel situations in which learning from one situation is applied to the next, this film provides youngsters with some means of dealing constructively with their upset feelings.	
(X)Listen to and discuss "Larry's Big Day." Grade levels 1,2 This is a story about Larry, who is afraid of going to school. It is important for the students to understand why someone feels afraid and how they themselves may behave when they are afraid.	5,6,7,8

Introduction

Today we are going to read a story in which Jim calls his best friend, Larry, a baby.

We know that Jim did not like it when Bob called him "Baby." Why, then, do you suppose he calls his best friend "Baby?" (This can lead to a discussion at the child's level of how we often transfer to others the very things that have been done to us.)

After a brief discussion, you can conclude by saying, "Let's read the story now and see if it will help us to understand why Jim did this."



Larry's Big Day-1

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"LARRY'S BIG DAY"

Mary and Jim were ready for school. Mother went outside with them. They looked for Larry. Larry lived next door. Larry and his mother walked by.

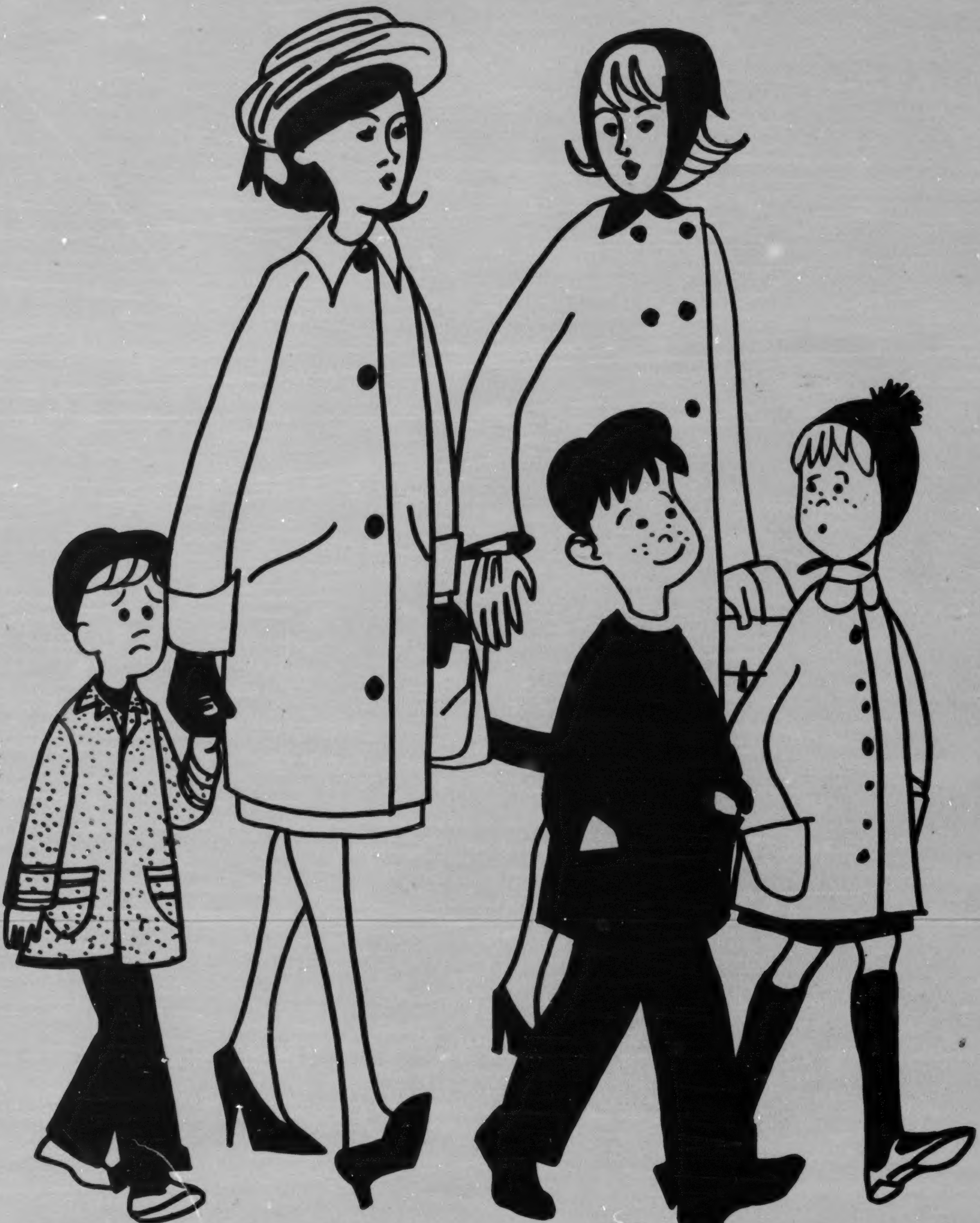
Larry cried and held his mother's hand. Larry did not want to go to school. Larry wanted to stay home.

Jim said, "Larry is a baby. Larry is a baby."

"No," said Mother. "Larry would not cry without a reason. This is his first day of school. He may be a little afraid. Remember that Larry did not live here last year. He did not meet his teacher last spring. He does not have an older sister to tell him about school. He will have to find out for himself," she said.

Mother and Larry's mother walked together. Larry held onto his mother's hand.

Mary and Jim ran ahead. Mary skipped along and sang, "I can't wait. Our teacher will help us learn to read. I am going to read and read and read."



Larry's Big Day-2

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K-18

Mary hopped on one foot and then the other. She said, "This year we may go to visit losts of places. We will learn about new things."

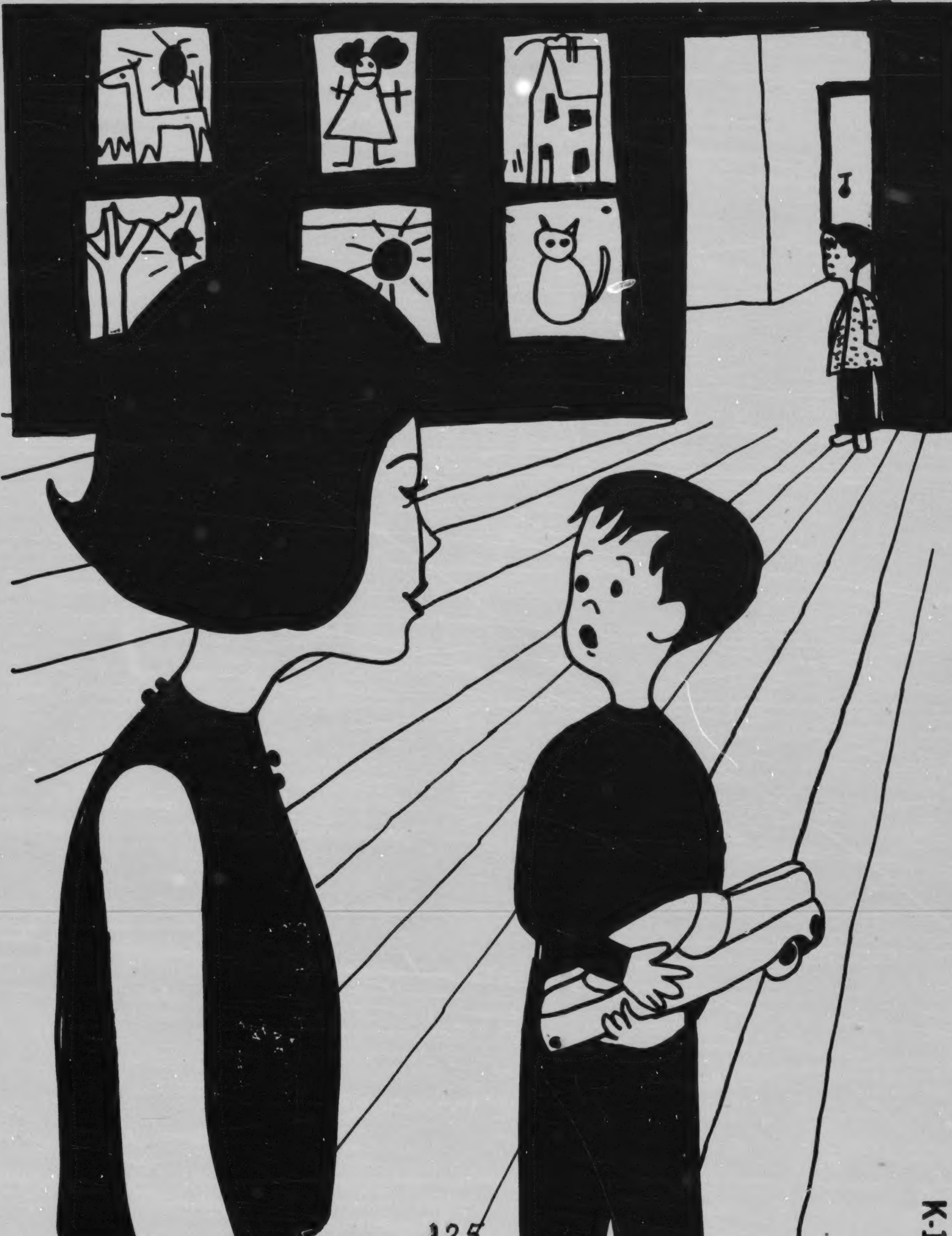
They crossed the street by the school. At the corner, Mother stopped and waved. Jim waved and said, "I can't wait. I'm going to school!" He ran ahead.

Mary walked with Larry the rest of the way.

Mother and Larry's mother walked back home. They talked about why Larry cried. Larry's mother said, "Larry has never been to school before. I think he is a little afraid. He is learning to do things on his own. He will be proud of being big enough to go to school. I will call his teacher and ask her to help him. She will let me know if he is really unhappy. I think he will be fine when he knows more about school. I am glad he has Jim for a friend at school. That will help him."

Jim and Larry saw Miss Gray. Jim had met her last spring. His mother had taken him to school for a visit. They had talked to Miss Gray.

Now Miss Gray was their teacher. She said "hello" to each boy and girl. "You have some time to play with what you want. Find something to play with," she said.



Larry's Big Day-3

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K-19

Jim took a red car. Larry just stood by the door. Jim said, "Come play with me, Larry."

Larry just stood there. He did not say anything.

Miss Gray smiled at Larry. She showed him where to put his coat. She went over to Jim. She said, "Larry is standing by the door. He may need to get to know us slowly. He may feel a bit afraid. Why don't you take your car over near the door? You can play with Larry there. He knows you and will have fun with you."

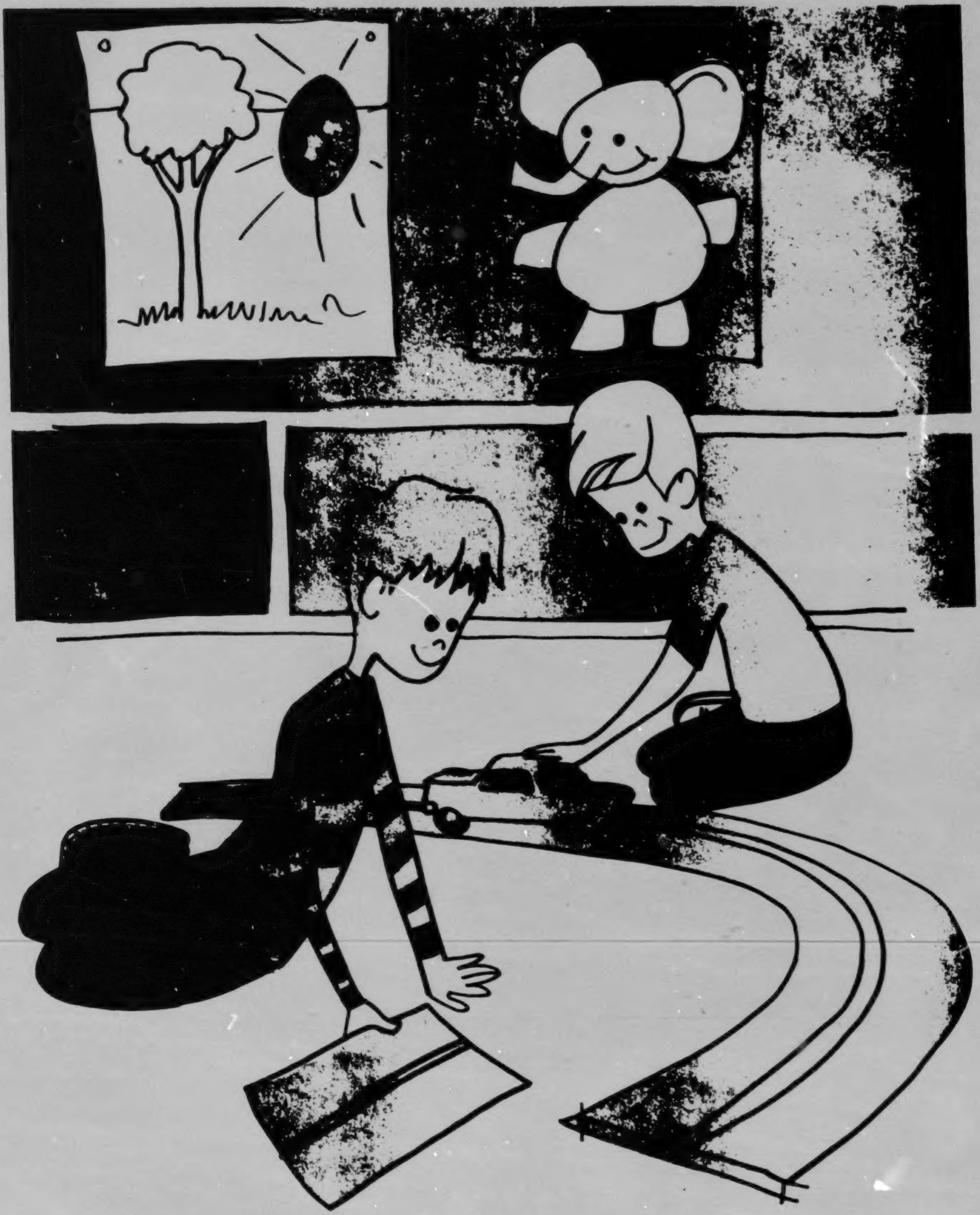
Jim went to the toy box. He looked for another car. There were many cars. He picked out one for Larry. Jim put the car on the floor and pushed it to Larry. Larry smiled.

Jim put the car on the floor. Jim pushed the car to Larry. Larry pushed the car to Jim.

Then Jim said, "Let's build a road for the cars." Jim showed larry where to find the blocks. Soon Larry was so busy he forgot to be afraid.

Suggested discussion questions:

1. Why do you think Larry cried on his way to school?
2. How do you think Larry felt?



K-20

Larry's Big Day-4

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Activities

3. Did it help Larry for Jim to sing, "Larry is a baby"? Why or why not?
4. Larry's mother could have stayed at school with him. How might this help him? How might this not help him?
5. Miss Gray asked Jim to go to play with Larry by the door. Why do you think she let Larry come into the classroom slowly?
6. What might have happened if Miss Gray had made Larry come into the classroom right away?
7. Were you afraid on your first day at school? Why or why not?
8. How did Larry act when he was afraid?
9. To whom do you think Larry could go for help when he was afraid?
10. To whom do you go for help when you are afraid?

From Education in Human Behavior, Handbook I for First Grade Teachers, The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.
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Activities	Objectives/Materials
(A) Enrichment Activity for More Mature Students (3rd graders)	1,2,3,4,5,6,7,8

Read "Bashful Ronald"

Introduction

Ronald seemed to be afraid to read aloud in school. He didn't feel very good about his reading when he remembered how well his older brother Gary had done in school. Then one day something very special happened. Let's find out what it was and how it made a difference to Ronald.

"BASHFUL RONALD"

Ronald was always so quiet in school that his classmates made fun of him. When he was just a little kid and not in school yet, he used to think school would be fun. He wanted to be like Gary, who brought home report cards that pleased his parents. The way Gary described it, school was fun. But it wasn't fun at all, Ronald discovered, when you couldn't read very well.

One morning, Mrs. Jones helped him with some of the words. "Please read a little louder," she urged. "I don't think some of the children can hear you."

But even though he tried, Ronnie could tell that his voice was getting softer and softer. When the bell rang for recess, Mrs. Jones asked him to come to her desk.

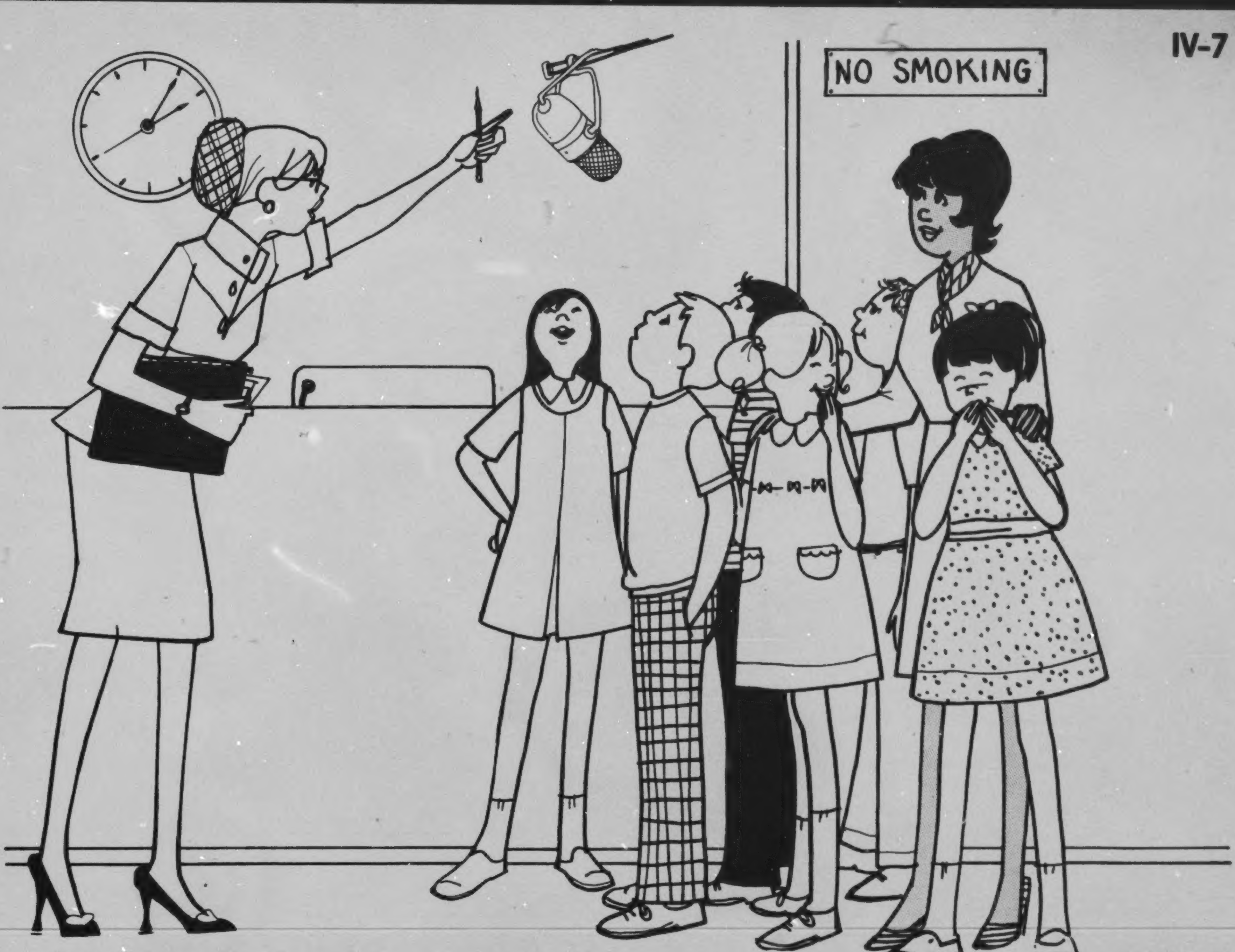
"You have a nice voice," she told Ronnie. "It's a shame you won't let us hear it."

"I just can't read out loud," he told her. "When I'm reading to myself, it's fine. I can read fast in my head, but the words go away when I read out loud."

She nodded. "I can tell that you enjoy the stories, and the most important thing is for you to be able to read to yourself. As you get older, most of your reading will be the silent kind. But reading aloud is important now because it's one way for me to help you, and I'm sure the other children would like hearing you read to them. Perhaps we'll think of something. In fact, I have an idea, and I'll tell you about it after recess."

When the children came indoors, there was an air of excitement in the classroom. The principal came in with a strange lady. They talked and talked with Mrs. Jones. Then the principal stayed with the children while Mrs. Jones went to the telephone. She had asked Ronald what his telephone number was. What could be going on? He did hope it was nothing bad.

When Mrs. Jones returned to the room, she told them that six children were to go to the radio station to make a recording. It would be used the next day at Story Hour time. They could be at home then and listen to themselves on the radio. Mrs. Jones had called the mothers. Ronald was to be one of the group. Think of that!



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His friends all smiled at him, and Ronald felt himself wearing a smile that got wider and wider until it almost seemed to crack his face.

The walk to the radio station was fun. When they got there, they went into lovely, colored rooms - green and rose and yellow, with deep carpets to match. Some of the walls had rows of holes in them. There were big desks and queer machines, and many things Ronald and his friends never had seen before.

"What's that?" he whispered to Bob, looking at the big thing that seemed almost ready to hit them on the head.

Bob didn't know, but the radio director soon told them it was a boom mike.

"Boom mike! Boom mike!" the children repeated, rolling the words over on their lips and laughing.

Ronald said, "How do you do?" to everyone he was introduced to.

He had an exciting feeling. "Maybe this is it," he thought. "This may be my chance to show how well I can do. I'd like to do something well."

"Now, children, over here," the radio director said. Mrs. Jones told them what to say. Ronald read his part, opening his lips as she had asked him to do so often.

The next afternoon, right after Ronald got home from school, he and Gary and their mother listened to the program on the radio. Ronald's voice sounded as loud and clear as any of the others'. That night Ronald's father, who had turned on the radio down at his office, told him how well he had done.

"I wish I could be on the radio," Gary told him. "Gee, you're the first person I ever knew who talked over the air."

"Really?" Ronald was impressed. "You mean I did something you never did?"

Gary nodded. "We never had a chance to be on the radio. But I probably wouldn't have been chosen anyhow. Mrs. Jones used to say I read so fast I stumbled over the words."

"I never knew that." Then Ronnie told Gary and his parents that he read too softly at school.

"I think Ronnie's joking," his father smiled. "Every word was perfectly clear on the radio."

"And why would Mrs. Jones have chosen you if your voice wasn't loud enough? asked his mother.

Ronnie thought for a second. "Because she thought I could do it."

His mother nodded. "And you did!"

"When I thought about her choosing me, I just had to keep my voice loud," Ronald said. "Maybe this will help me read louder in school, too. If I did it once, I think I can do it again," he decided.

"Sure you can," Gary told him.

The next day at school was wonderful. Some of the children looked at him in a special way that made him feel important. Mrs. Jones whispered to Ronald after reading class, "I think you read better today than you did on the radio."

She gave him a little wink, for she knew how much it meant to do things well.

From Education in Human Behavior, Handbook IV for Fourth-Grade Teachers, The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113. Used with permission.

Suggested Discussion Questions

1. Why may Ronald have felt he couldn't do anything very well?
2. How did Mrs. Jones show that she understood some of Ronald's problems?
3. What other things might she have done to help Ronald?
4. How did Ronald feel about his brother Gary?
5. What did Gary say that seemed to help Ronald?

Activities

6. What might Gary have done to help his brother?
7. How did Ronald help himself?
8. In what ways did Ronald's parents contribute to his feelings about his school situations?

SUPPLEMENTARY BOOKS FOR STUDENT READING UNIT 1

Anglund, Joan Walsh. Cowboy's Secret Life. New York: Harcourt, Brace & World, 1963.

Anglund, Joan Walsh. Love Is a Special Way of Feeling. New York: Harcourt, Brace & World, 1960.
Short little verses about love in the children's eyes.

Beim, Gerold. Smallest Boy in the Class. New York: Morrow, 1949.
Tiny becomes an integral part of the first-grade class when he proves that physical size does not determine the size of one's heart.

Berger, Terry. I Have Feelings. New York: Behavioral Publications, 1971.
This book illustrates some feelings a child from four to nine might have. The book can help the children develop vocabulary and awareness of feelings.

Black, B., Irma Simonton. Uptown, Downtown. "The Glad Girl and the Mad Girl." New York: Macmillan, 1966, pp.111-114.

Bromhall, Winifred. Bridget's Growing Day. New York: Alfred A. Knopf, 1957.
Bridget was tiny and discouraged about her growth, but what she does not attain in height she attains in stature when she is left in charge of the house for a day.

Dean, Leigh. The Looking Down Game. New York: Funk & Wagnalls, 1968.

Duncan, Lois. The Littlest One in the Family. New York: Dodd, 1960.
Robert dislikes his role of being the littlest one in the family and decides that "the only way to be grown-up is to do grown-up things." His family reacts in a tolerant, kindly fashion to Robert's attempts at adulthood. Only the arrival of a new baby shows Robert really how grownup he is.

Felt, Sue. Hello Goodbye. Garden City, New York: Doubleday, 1960.
Two little girls and their family have moved so often that it seems they are saying "goodbye" to friends as soon as they say "hello." They miss their old friends, but new friends always turn up.

Fritz, Jean. How To Read a Rabbit. New York: Coward McCann Inc., 1959.
Although six-year old Stephen was too young to borrow the rabbit he coveted from the Animal Lending Library, he was there when his brother borrowed a skunk. But Stephen longed for the day when he could have a "plain brown rabbit." His dream was finally realized at the end of the story.

Haywood, Carolyn. B. is for Betsy. New York: Harcourt, Brace & World, Inc., 1939.
Everyday living adventures will delight children as they relate to Betsy's experiences adjusting to situations at school, at play, with her parents, etc.

McCloskey, Robert. Lentil. New York: The Viking Press, 1940.
A small boy who cannot carry a tune learns to play the harmonica and thus is able to avoid a community crisis and establish himself as a contributing individual.

Newberry, Clare. Barkis. New York and London: Harper & Brothers Publishers, 1938.
Even a puppy needs friends. Quite often feelings are revealed when a boy gets a puppy on his birthday. The family already had a cat.

Norris, Gunilla B. Green and Something Else. New York: Simon & Schuster, Inc. 1971.
Timid children will identify with--and take hope from--this boy called Green. Though there is no simple solution to his problems, Green's desperate love of his mouse compels him to face and resolve some of his many fears.

Schenk, Beatrice. A Little House of Your Own. New York: Harcourt, Brace & World, 1954.
The need for peace and privacy is realized by creating "make believe houses."

Schulz, Charles M. Happiness Is a Warm Puppy. San Francisco, California: Determined Productions, Inc., 1962.

Turkle, Brinton. Obadiah the Bold. New York: The Viking Press, 1965.
Obadiah, a little Quaker boy, wants to be a pirate when he grows up until he finds out some of the possible consequences of being a pirate.

UNIT 2 NEEDS

Purpose of the Unit

To help the students begin to understand themselves and others by recognizing and accepting individual characteristics and differences in needs.

Objectives for the Learner

The learner will show his understanding of needs by his ability to:
1. Explain what is meant by a need.
2. Identify some basic needs that people have.
3. Identify some needs he has.
4. Tell how needs are met.
5. Tell how he meets some of his needs.

To the Teacher

Understanding the concept of needs as it relates to behavior is fundamental to this curriculum. A "need" is defined in these units as A LACK OF SOMETHING WHICH IS ESSENTIAL, DESIRABLE, OR USEFUL. In this unit, we are dealing with personality needs. What does an individual need to grow as a person? Needs are the motivation for behavior; therefore if we are to look at behavior and what causes it,we must take needs into account.

Various individuals have categorized the basic needs of human beings. We have chosen to use psychologist Abraham Maslow's theory of human needs in this curriculum, since it is widely accepted and comes closest to explaining a wide range of human behavior. Maslow categorizes the basic needs of man as follows:

Physiological (Physical) - The need for food, water, rest, activity, and similar things

Security (Safety) - The need for safety from the things we believe could be harmful to us

Love - The need to be loved and to feel that one belongs

Self-worth - The need to feel that we are doing something worthwhile, that we count for something, and that we are persons of worth. It includes power, influence, and success.

Self-actualization - The need to make use of our potential, to fully develop ourselves as individuals, to do what we are best suited for

Maslow feels that the physical needs are the most basic of all needs. A person who is lacking food, safety, love, and esteem probably would focus his behavior on acquiring food more than anything else. When the physical needs are satisfied, at least to a degree, the other "higher" needs emerge. Then these, rather than physical hungers, dominate the organism.

As one progresses through satisfying the "hierarchy" of needs, he may reach the level of desiring self-fulfillment or self-actualization. Another way of stating this need is to say that what a man can be, he must be.

The satisfaction of the physical, safety, love, and self-worth needs is basic to the emergence of the need for self-actualization. People who have filled the latter need are basically satisfied and thus the most mature psychologically. In our society, basically satisfied people are an exception; therefore not a great deal is known about self-actualization.

Some boys and girls at the primary level may have difficulty understanding Maslow's categories of basic needs beyond the physical level. Others may be able to move to the safety, love, and self-worth needs and understand them. You should attempt to guide the students to these latter levels when it is appropriate in an activity. Since children seldom experience the need for self-actualization and since the concept is complex, it seems inappropriate to deal with it at the primary level.

There is a possibility that as you work through the activities of this unit, a particular need may not seem to fit into any of the five categories. Some unique needs are difficult to place. It might be necessary to develop further categories to add to Maslow's list in order to classify those needs, and your students may wish to develop another system of categorizing needs. In using such a system, be sure to separate the needs a person has and the way he works them out.

One principle concerning human behavior is that the same behavior can be caused by very different needs. For example, when three children cry, one may be hungry, another may be frightened, and still another may feel left out. Thus we cannot be sure what the actual needs are by just looking at behavior. Conversely, more than one person (or the same person at different times) may satisfy the same need in a number of different ways. For example, children who are frightened may cry, fight, run away, or show various other behaviors.

An awareness of the complexity of need satisfaction can help us develop an appreciation for the uniqueness of each human being. It also emphasizes the importance of looking below the surface in order to understand the behavior of each individual.

Materials for Teaching This Unit

TEACHER RESPONSIBILITIES

Activity A	A stuffed rabbit
Activity F	Paper plates, paper cups, magazines, colored construction paper
Activity J	A box with cards for story starters
Activity K	Magazines, magazine pictures, paper, crayons, paint brushes, pictures of faces

MULTIMEDIA

Activity E	Sound filmstrips:"Sometimes Do You Forget?" "Making Mistakes" "Who's Afraid?" From: Scholastic/ Kindle 906 Sylvan Avenue Englewood Cliffs, New Jersey 07632 $12.75 per set
Activity F	3M Co. Anthropology Transparencies 3A, 4A, 51, 5J. From: 3M Education Press Box 3100 St. Paul, Minnesota 55101 Printed Originals $1.75
Activity H	Film "Sleep" 16mm. film 11 minutes Color, $130.00 From: AIMS Instructional Services, Inc. P.O.Box 1010 Hollywood, California 90028

Teacher Activity

Before you begin to teach this unit, spend some time thinking through your own reactions to the following questions. They are about the needs that would be involved in a given situation and about some of your needs in the last 24 hours.

Suppose you are expected to be in your school room preparing for the day by 8:00 A.M. The students are allowed in the building at 8:30, and you are to be there when they arrive. School begins at 8:45.

Imagine that you forgot to set your alarm and you don't wake up until 8:00. By the time you get ready and travel to school, you know that it will be at least 8:45. You are hungry, but obviously there is no time for breakfast. When you try to call the school to tell them you'll be late, the line is busy.

You rush around and leave your house at 8:30 for the 15-minute drive to school. About half way there, you hear an unusual noise and stop your car. Your left front tire is flat. Fortunately you are near a service station and get the tire changed by 9:00.

It is 9:15 as you enter your room. The principal, who is standing by the door, indicates that he has been with your students since they entered the building.

How do you think you would feel as you entered your room?
In Maslow's terms, which needs might motivate your behavior?
What kinds of special needs might you have that day?
How might some of those needs be met?
What needs have you had in the last 24 hours?
How did you meet those needs?
How did you feel when you were unable to meet a particular need?

This activity should help remind you that your needs are the result of situations in which you find yourself and your own history of need satisfaction. The needs of boys and girls are no different. An awareness of the needs of boys and girls in particular situations can help you begin to understand and deal with their behavior.

Before beginning the activities of this unit, discuss the following questions with the children:

1. What is a need?
2. What do we need to survive?
3. Discuss all the needs and choose the most important.

UNIT 2 - NEEDS

The learner will show his understanding of needs by his ability to:
1. Explain what is meant by a need.
2. Identify some basic needs that people have.

Activities

(A) Listen to and discuss the needs of a lost animal. Grade levels 1,2,3

The story is designed to introduce the students to people's needs for food, warmth, safety or security, love, and self-worth. Students should have little trouble in identifying some of the rabbit's physical needs when he is lost. Help them discover his need for safety, love, and self-worth. The rabbit's needs can then be related to similar needs that people have. A follow-up activity can be a discussion of the kinds of things the boys and girls could do if they were lost.

To introduce the story, explain that it is about a friendly rabbit named Roger, who liked to play a game. One day when he was playing the game, he got lost. Some of the things that he needed when he was lost will be discussed in the story. (The story can be made more dramatic by using a stuffed animal to represent Roger.)

Try to help children begin to use Maslow's terms to discuss needs, such as Roger needed love rather than "to go home" or "his mother." This becomes important later as you try to help children develop resources for need satisfaction. If the child can understand that his behavior is caused by a need for love, he may be able to satisfy this need in several ways.

Objectives/Materials

1,2,3

A stuffed rabbit

"Roger Rabbit"

Roger Rabbit lived with his three brothers and his mother and father. He was the kind of rabbit who was happy most of the time. All the other rabbits like him and enjoyed playing with him.

One day Roger, his brothers, and their friends were playing a game called "Can You Find Me?" One player had to look for the rest of the players, who had hidden. If the player hiding was not found in a short time, he was to shout, "Can You Find Me?" so the person looking for him could find him easier. Usually the rabbits hid in nearby bushes or in an old barn close to where they played.

Roger decided that he wanted to find a place to hide that was so good that no one would be able to find him. By doing that he would feel like he was the best player. Until now he usually had been one of the first players to be found, and he was determined that it wouldn't happen again.

Where would be a good place to hide? Roger thought and thought. Then he remembered a thick woods where they never played because it was too far from home. Surely they would never find him if he hid there.

He had to run quite far to get to the woods. As he started hopping into the woods, he noticed that the trees were so thick that very little light came through the trees to the ground. The further he hopped into the woods, the darker it got. Roger became frightened. In fact, he became so frightened that he decided to get out of the woods and go back to the bushes near the barn. The trouble was that no matter which way he went, he couldn't seem to find his way out of the woods. It grew later and later. Finally the sun went down, and there was no light at all. The sound of an owl and the total darkness made Roger even more frightened.

As time passed, Roger realized that he had not had anything to eat for a long time. He thought of the delicious carrots he had eaten the day before. Oh, if only he could have one of them now!

Roger must have called "Can You Find Me?" a hundred times, but nobody seemed to hear him. He thought of his parents and brothers and how much he loved them. Surely they were worried enough about him to search for him. But by now it was so dark that they probably would not be able to find him.

Finally Roger became very sleepy. He did not want to fall asleep because he was frightened and cold. He was afraid some hungry animal might come along and eat him. But he just could not keep his eyes open any longer.

When he awoke it was morning, and some bright sun came shining through the trees. Roger knew that he must have been asleep for a long time.

Just as he was opening his eyes, he heard voices saying, "Roger, Roger, where are you?"

"Can you find me?" shouted Roger as loudly as he could.

In a few minutes his parents and brothers came running up to him and hugged him. They had looked for him until dark and had started searching again as soon as daylight came. The happy family started for home, but not before Roger's mother had given him a carrot. It was the best carrot Roger had ever tasted.

1. How do you think Roger Rabbit felt when he couldn't find his way out of the woods?
2. How do you think you might have felt?
3. Why do you think Roger Rabbit wanted to find such a good hiding place?
4. What were some of the things that Roger thought about while he was lost in the woods?
5. What kinds of things do you think you would have thought about if you had been Roger Rabbit?
6. Have you ever been lost? How did you feel?
7. What kinds of needs might you have if you were lost?
8. What might you do if you got lost in a department store?
9. What might you do if you were lost in a forest with no one around to help you?
10. What might you do if you were lost on the beach?

UNIT 2 - NEEDS

The learner will show his understanding of needs by his ability to:
1. Explain what is meant by a need.
2. Identify some basic needs that people have.

Activities	Objectives/Materials
(B) Listen to and discuss a poem about physical needs. Grade levels 2,3	2,4,5

Write "The North Wind Doth Blow" on the chalkboard. If the students know the vocabulary in the poem, have them read it aloud. Otherwise, read it to them. When they seem to understand what the poem is saying, discuss the questions with them.

"The North Wind Doth Blow"
The North wind doth blow,
And we shall have snow,

And what will poor Robin do the, poor thing?
He'll sit in a barn,
To keep himself warm,
And hide his head under his wing, poor thing.

1. What else might a robin need in the winter?
2. How could he take care of these needs?
3. What could you do to help?
4. What might be the robin's needs if all his friends had left him and flown south for the winter?
5. Suppose the reason he had not gone along was that he was the only one who could not fly well enough. Then what might be his main needs?
6. How do your parents or other adults try to take care of your needs?
7. How would you take care of your needs to keep warm?
8. Have you ever been really cold? How did you feel when you were very cold? What did you do when you were cold?
9. Show how you would look if you were very cold.

The learner will show his understanding of needs by his ability to:
1. Explain what is meant by a need.
2. Identify some basic needs that people have.

Activities	Objectives/Materials
(C) Listen to and discuss stories about physical needs. Grade levels 2,3	1,2,4

The play, Joe and Paul, the story, Susan's Long Weekend, and the section on The Need for Activity could be used to indicate what a need is and the kinds of physiological (physical) needs people have and try to satisfy.

You can gather the children close to you, read to them, ask questions about the play or story, and let the students guess what the ending might be. Or you can have them act out the play or story and then discuss it either as a class or in small groups.

Play: "JOE AND PAUL"

Scene 1. Going home to lunch before noon
Paul: Let's hurry home for lunch. I'm starved!
Joe: You're starved! I'm wondering if I'll even make it home!
Paul: I hear you struck out in the ball game yesterday.
Joe: What's it to you? If you think you could have done any better, why didn't you get in there and try?
Joe gives Paul an angry look and walks away. Paul looks puzzled.

Scene II. Another day, going back to school after lunch
Paul: I thought you would be late starting for school because you took so long to eat lunch.
Joe: Well, I was hungry! But I sure feel better now.

3. Identify some needs he has.
4. Tell how needs are met.
5. Tell how he meets some of his needs.

Paul: I hear you struck out in the ball game yesterday.
Joe: Yes, I didn't get one hit. I just couldn't seem to connect with the ball.

One two different days Paul said, "I hear you struck out in the ball game." On the first day Joe got angry. On the other day, Joe did not seem to mind the question. What do you think caused Joe to act differently?

Story: "SUSAN'S LONG WEEKEND"

Susan and her family had spent the weekend in another city. They drove to the city on Friday night and did not drive back home until very late Saturday night. Susan dozed in the car, but she really did not sleep well.

When they got back home, Mother asked Susan to help her daddy get the baby's things out of the car because the baby would need them before morning. It was very close to midnight when Susan finally got to bed. She went to sleep right away.

The next morning Mother had a hard time getting Susan up and dressed for school. Susan grumbled and even whined about going to school, but her mother insisted.

When Susan finally got to school, her friend Mary was waiting for her. She wanted to hear about Susan's trip. But Susan just

UNIT 2 - NEEDS

The learner will show his understanding of needs by his ability to:

1. Explain what is meant by a need.
2. Identify some basic needs that people have.

walked away from Mary, saying "There isn't anything to tell. Why don't you let me alone?"

What might be a reason why Susan became so angry at Mary?

How might Susan have acted if she had gotten enough sleep the night before?

From "Why People Act as They Do," Book 1, The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio, 44113. Used with permission.

"The Need for Activity"

A person who has been sitting for a long time may have to get up and move about. Someone who has been doing the same thing for a long time may have to do something else for a while.

When we are trying to understand why people act as they do, we can ask the question, "Are they acting this way because they need activity?"

Have you ever noticed that a small child never seems to play at one thing for very long? He may just begin playing in the sandbox and then leave it to ride his bike. After a few minutes, he may want to play indoors.

3. Identify some needs he has.
4. Tell how needs are met.
5. Tell how he meets some of his needs.

Activities

Objectives/Materials

On the other hand, you have probably seen an adult reading the newspaper for a long time. You may have wondered, "How can he keep at it for so long?" Perhaps he has been making movements that you have not noticed. He may have crossed his legs, lit his pipe, or made other little movements. An older person is often satisfied with less activity than a child. Both the older person and the small child feel the need for activity, but they may satisfy it in different ways.

(D) Discuss or write about the need for a change in activity. Grade levels 2,3 — 1,2,3,4,5

Here are some times when people might feel the need for activity. In each case what could you do for a change? How might others around you act when you do this?

1. On a long automobile trip, you get very tired and wish you could get out of the car and run and play for a while. But this is not possible just yet. What might you do for a change?
2. You are watching an exciting television show. Suddenly you have the feeling that you are sore from sitting so much. What can you do and still not miss the show?
3. Sometimes when you go to bed, you are so tired you are not sleepy. What might you do to help yourself get sleepy?

When we need a change, we seek to satisfy ourselves in different ways. Tell or write about some of the ways in which each person

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Activities

below could satisfy his need for activity:

1. A father who has just read the newspaper for an hour may....
2. When the dog that has been tied up all day is let loose, he may....
3. After you have been reading for a long time, you may....
4. A teacher who has been grading papers for several hours may....
5. A baby who has been kept in his playpen all day may....
6. A boy who has to stay in the house all afternoon may....

You may have noticed that a person becomes angry or upset more readily when he is hungry, tired, or has been sitting for a long time. A baby cries when he is hungry. A child may fuss when he gets tired or become angry when he has to sit still too long. Do people always get angry or upset when their needs are not satisfied? No, they do not have to, but they tend to.

Discuss Other Physical Needs.

Ask the students to talk about any other physical needs they have. This may be an appropriate time to discuss the need to go to the washroom. Students may giggle and feel uncomfortable in discussing the elimination need, but it is important for them to understand that this need also can affect their behavior.

3. Identify some needs he has.
4. Tell how needs are met.
5. Tell how he meets some of his needs.

Activities	Objectives/Materials
(E) View and discuss sound filmstrips. Grade levels 1,2,3 These filmstrips focus on some of the basic needs. The materials have accompanying guides and further suggestions for teaching. SOMETIMES DO YOU FORGET? Distinguishes between facts that we remember with or without effort, and those we would like to forget. (#6976) MAKING MISTAKES Reassures the child that he is not the only one who makes mistakes - that everyone does. Similarities between mistakes and accidents are pointed out, and materials made to deal with them are shown, such as erasers, car bumpers, seat belts, fire boxes. We can learn from our mistakes; the more we practice anything, the fewer mistakes we make. (#6973) WHO'S AFRAID? Acknowledges that everybody has fears. It distinguishes between fear of danger or unpleasantness - useful fears which make us careful -- and irrational fears (of the dark, the unaccustomed, the unexpected), which can be allayed by growth in knowledge or understanding. (#6974)	1,2,3,4,5 "Sometimes Do You Forget?" "Making Mistakes", and "Who's Afraid?" Sound filmstrips Filmstrip Projector Record Player
(F) View and discuss the needs transparencies. Grade levels 2,3 These pictures of people's basic needs will help the boys and girls understand the concept of needs and their importance. As each transparency is shown, ask the students to find things people need. Students may not be able to go beyond the physical needs	1,2 3M Co. Anthropology Transparencies 3A, 4A, 5I, 5J

UNIT 2 - NEEDS

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Activities

of food and warmth, so, where it is appropriate, discuss the ideas of love, safety or security, and self-worth as other needs. Some possible student responses for each transparency are:

Plate of food (3A) - Need for food
Five types of shelter (4A) - Need for warmth and safety or security
Parents with baby (5I) - Need for love and safety or security
Three men (5J) - Need for warmth and perhaps self-worth

After a discussion of each of the different types of shelter, the child can choose a type of shelter in which he would like to live and give reasons for his choice. Using colored construction paper, each child can make the particular type of shelter he has chosen and build an entire story around this activity.

If you are unable to get transparencies to illustrate the need for food, the children can design place mats, place paper plates and cups on them, cut silverware out of paper, and paste magazine pictures of food in appropriate places. Give the children adequate time to be creative in this activity. A further discussion of food can follow.

(G) Listen to and discuss situations about love and belonging. Grade levels 2,3
Read "Best Friends" and "Too Little" to the children. Let them

Objectives/Materials

Available from:
3M Company
3M Education Press
Box 3100
St. Paul, Minn.
55101

Colored construction paper, paper plates, paper cups, magazines

2,3,4

3. Identify some needs he has.
4. Tell how needs are met.
5. Tell how he meets some of his needs.

Activities

give their own endings by means of pantomime, role play, or discussion. The ideas to be brought out in"Best Friends" are:

1. How Mary felt when JoAnn walked up and said she was going to play with other girls
2. What could have happened to Mary's idea about herself and her need of belonging, having friends, etc.
3. The different ways in which Mary could have acted when this happened

Similarly, in the situation in "Too Little," the idea of belonging to a group and feeling left out could be discussed.

If the children feel comfortable, they can then discuss their own needs of belonging, needing friends, love, security, and self-worth.

"BEST FRIENDS"

One sunny day Mary and JoAnn were walking hand in hand along the street. Mary thought, "This is the best time of the day, when JoAnn and I are walking home from school."

There were so many things to talk about -- the exciting new pet turtle they had in their schoolroom, the new game they had played in gym class, and, most important, what they were going to do after school.

"We'll stop at my house and eat some cookies first, and then we can go pick up some pretty colored leaves," suggested JoAnn.

"Why don't we play paper dolls instead?" said Mary.

"Okay," agreed JoAnn, and off they ran, laughing happily.

When Mary got home for supper she thought to herself, "JoAnn is the best friend in the whole world. Maybe tomorrow we can play jump-rope and after school we can walk through the park and play on the swings." Mary went to sleep thinking how lucky she was to have JoAnn for a friend.

The next day the girls met on the corner and walked to school together. They were full of talk of what they'd done the night before.

When recess arrived, Mary grabbed her jacket and called, "Hey, JoAnn, hurry up!"

But as JoAnn walked up with several girls, she said, "I'm going to play jump-rope with Nancy, Carol, and Pat."

"TOO LITTLE"

Billy was the smallest boy in the neighborhood. He was seven years old, but he just didn't seem to grow up like the other kids.

Bobby, who lived in the next block and was a half-year younger than Billy, was six whole inches taller.

One bright Saturday morning, Billy was sitting on the front porch wishing the children would finish breakfast and come out. He had been waiting all week for this day because the neighborhood children planned to make a tree house in the woods.

Finally the twins, who were older and knew how to build things, walked by and waited on Billy's porch for Sam and Jim, who lived next door. When all the boys were there, they started for the woods, carrying boards, hammers, saws, and nails.

They decided their house should be in a tree near the street so they could watch the people and cars passing by without being seen.

One by one they put the boards up and nailed them firmly in place. Billy kept asking if there was a job for him to do because everyone had forgotten he was there. They were all hammering and sawing, which Billy had never done.

"I know, I can fix the roof out of leaves," suggested Billy.

The kids turned and looked at him, and Bobby said, "Oh, no you can't. You're too little."

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UNIT 2 - NEEDS
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Activities | Objectives/Materials

(H) View the film "Sleep." Grade levels 2,3

1,2,3

"Sleep" 16 mm. film

This film will help the students realize the importance of getting rest and sleep.

Points for discussion can include:
1. Sleep as a basic need
2. The significance of this need on behavior
3. How they might feel if they did not have enough sleep
4. How they might behave when they are sleepy or tired
5. What other things might make them tired besides getting to bed late (illness, stress, growth, etc.)

After the discussion about sleep, the students could talk about other needs they have and how they might take care of them.

(I) Listen to and discuss "Robert Was Always Tired." Grade levels 2,3

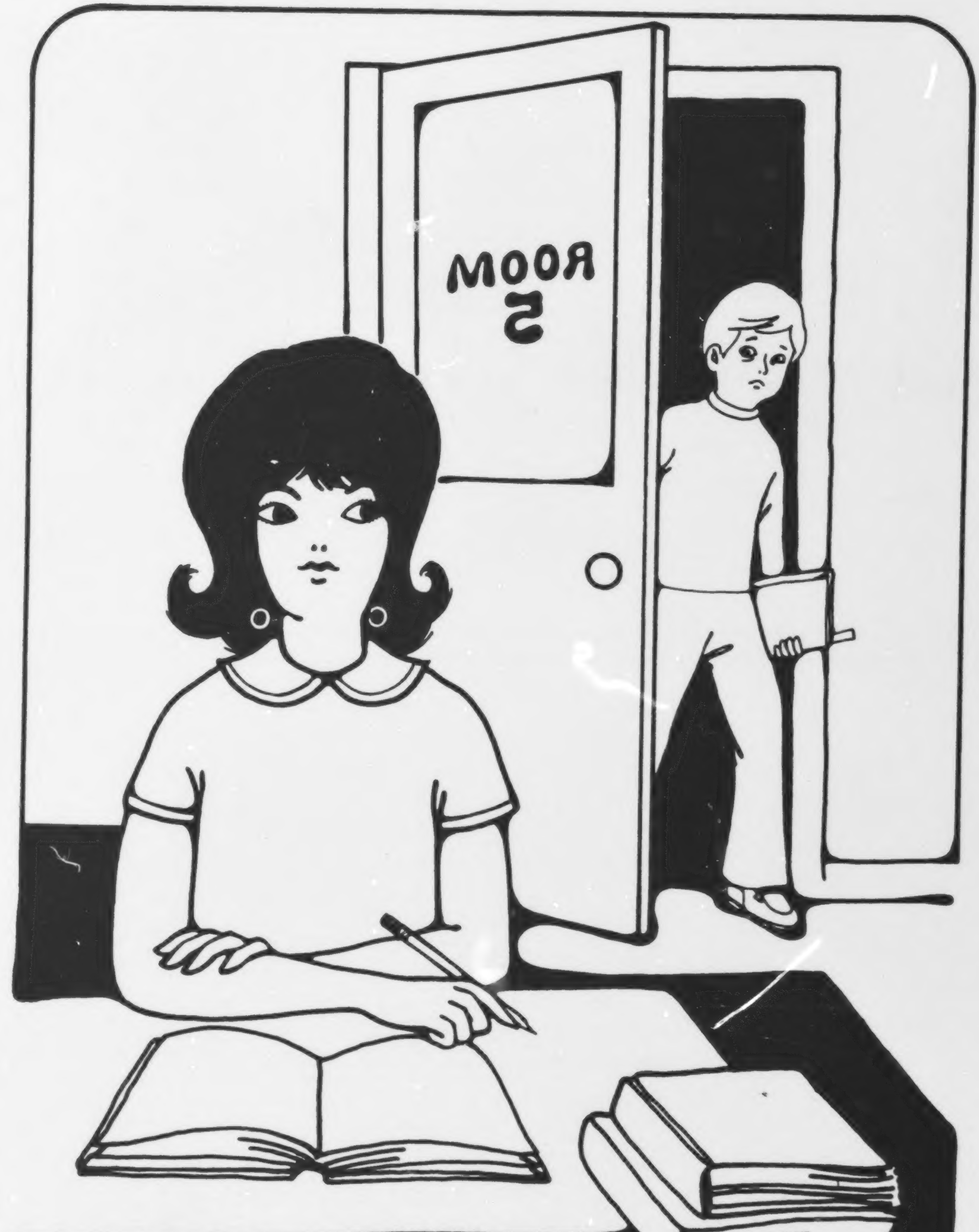
1,2,4

A child's health affects his relations with others. When he is not feeling well, he may act irritable or he may be more "touchy" than he ordinarily would be. He may behave in a "babyish" way, or he may fight with his playmates, even his best friends. It is not unusual for a child to be unaware that he is feeling "below par." Even when he knows he feels tired or weak, he doesn't usually understand why he feels this way. In such a situation, a teacher may have an opportunity to be of considerable help to the pupil and his parents.

Introduction:

Robert was tired. He was often late for school, and he fought

II-18



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Robert Was Always Tired—1

with his schoolmates when they teased him for acting sleepy. As you listen to the story, see if you can find out why Robert was always tired and behaved in these ways.

"ROBERT WAS ALWAYS TIRED"

Robert was late leaving home, so he had to run all the way to school. He arrived after the bell had rung. After putting his coat and hat in his locker, he was a few minutes late for class. Robert's teacher, Miss Thomas, looked up as he came into the room and took his seat. She smiled at him as he sat down and said, "You were almost on time today, Robert."

(Show Picture 1)

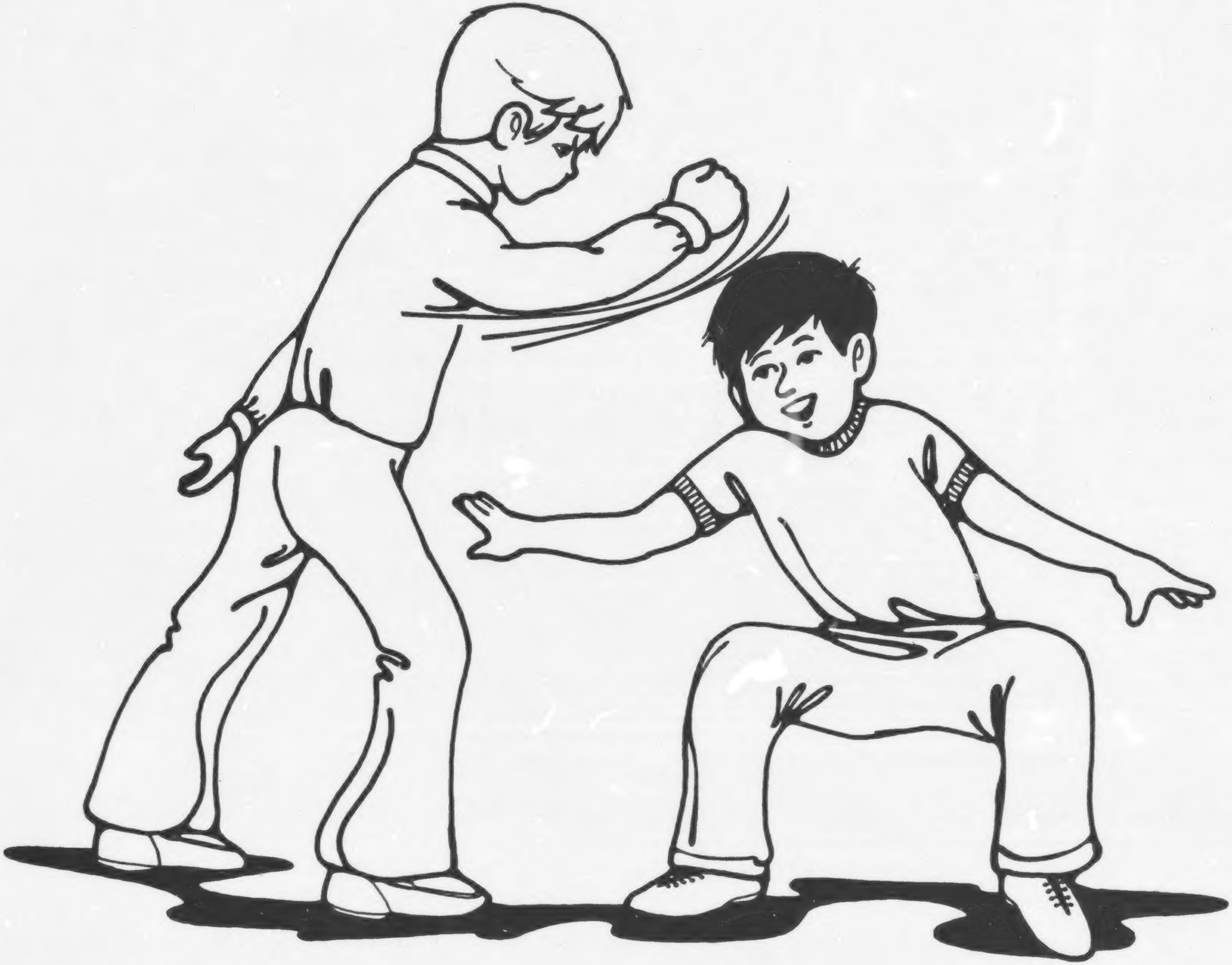
"He's always late...he's a sleepyhead!" Marvin said. Marvin was another boy in the class.

"Let's start off with our spelling this morning," said Miss Thomas.

Robert took out his spelling book. He felt angry inside. "I am not a sleepyhead," he said to himself. "I'll get even with that Marvin for calling me that!"

At recess Robert waited for Marvin to come outside on the playground. When Marvin appeared, Robert moved toward him and shouted, "You better not call me a sleepyhead - ever again!"

II-19



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Robert Was Always Tired—2

Marvin laughed. "Well, you are, aren't you? How about the times you're late for school because you're too lazy to get up on time? How about those mornings last summer when I called for you to come play baseball or go on hikes with us? You were always in bed."

Some of the other children had stopped playing to listen to Marvin. Robert's face felt hot. He doubled up his fists and swung at Marvin, but Marvin ducked, and Robert swung so hard he fell down. The others laughed, and a little girl called out, "Rob's a lazy sleepyhead, Rob's a lazy sleepyhead!" Pretty soon more children began to sing the same thing. Some of them skipped around Robert, singing and poking him.

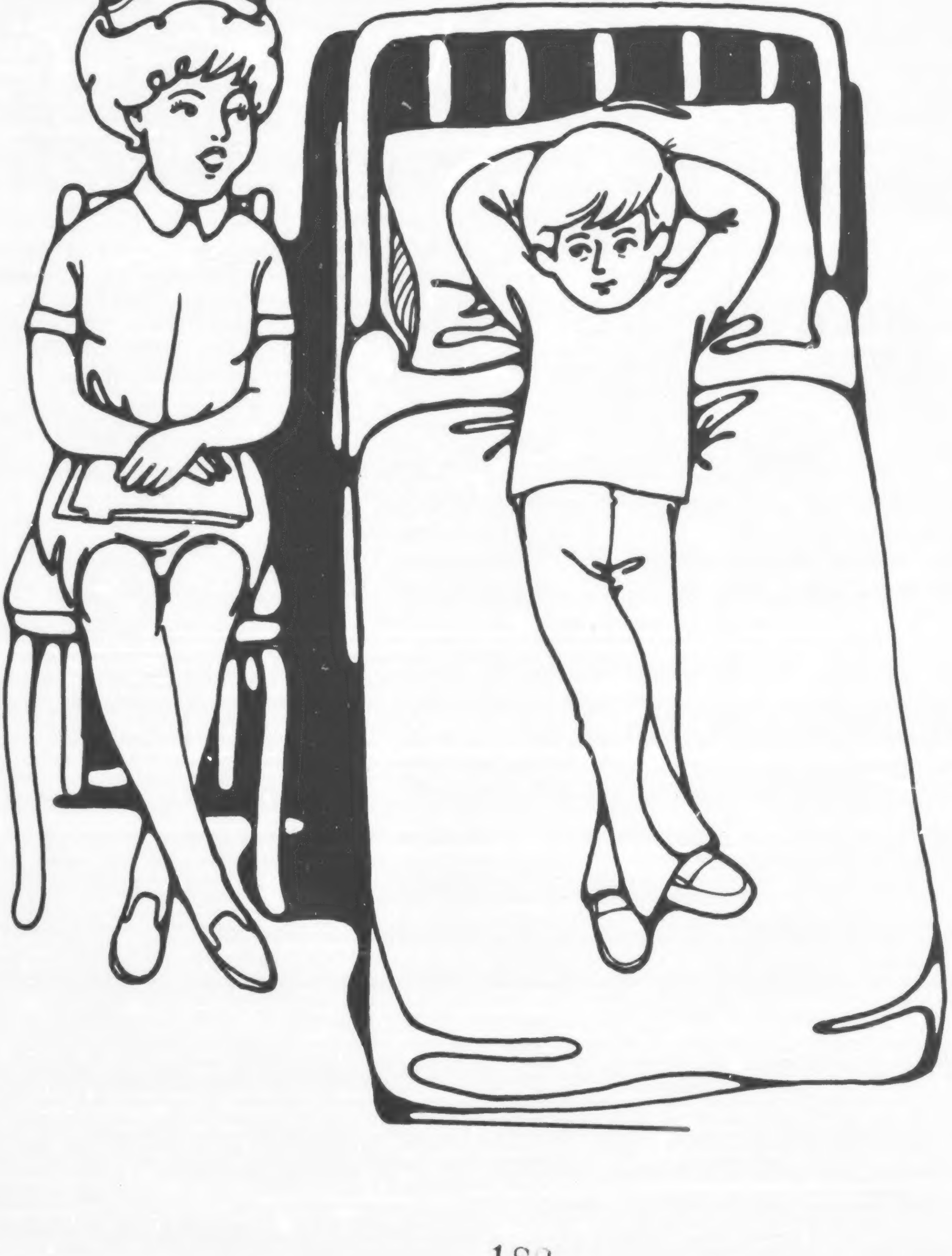
(Show Picture 2)

Robert's face felt even hotter than before, and he started to cry. "He's a cry-baby, too," someone said. Robert ran into the school building and sat at his desk with his head on his arms and cried. That's where Miss Thomas found him.

The other children had not come in from recess yet, so Miss Thomas told Robert to go to the washroom, wash his face, and come back to the room. Then she asked Robert what the trouble was. He told her the whole story.

"I can't help it," Robert sighed. "I try to get to school on time, but I just can't seem to get up when Mother calls me in the

II-20



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Robert Was Always Tired–3

morning."

"Maybe you stay up and watch televison too late, Robert."

"Oh, no, Miss Thomas," he said. "My dad won't let us do that. Both my sisters and I have to be in bed early on school nights."

I notice you are often sleepy during the day, Robert," said Miss Thomas. "I'll tell you what we'll do. Let's go visit Mrs. Byrd, the school nurse, and tell her all about it, before recess is over."

Robert shook his head. "But I'm not sick."

"Let's drop in anyway, and say hello."

Mrs. Byrd was busy swabbing the skinned knee of a first grader when they entered, but she smiled at Robert and asked him to stretch out on the cot while he waited. It felt so good to lie down that Robert didn't mind when Miss Thomas left as the recess bell rang.

Mrs. Byrd had cool hands and a nice smile. She sat on a chair beside the cot while they talked.

(Show Picture 3)

"When do you go to bed?"

"Eight o'clock on the dot," he told her. "That's my father's rule."

"I am glad to know that," she said. "What's your favorite meal, Robert?"

"None of them," he answered. "Eating's a waste of time."

Mrs. Byrd smiled. "That's funny. Most children your age think that eating is fun. Do you remember how you liked your food last year?"

Robert shrugged. "I was hungrier, maybe. At least, that's what my mother keeps telling me."

"What's your favorite game right now?" Mrs. Byrd asked. "I'll bet it's baseball, and that running makes you very tired, doesn't it? It's not much fun to play when you don't feel like playing. Open your mouth and say, 'ah,' will you, Robert?"

Robert wanted to ask what his mouth had to do with it, but he opened it without saying a word.

"Does your throat sometimes feel a little sore?" Mrs. Byrd asked in her gentle voice. Robert nodded. "These tonsils of yours look as if they might be making you uncomfortable. I wonder if you will give your mother a message for me," Mrs. Byrd asked. "Will you tell her I'll come to visit her soon?"

"MRS. BYRD'S VISIT"

That noon Robert gave his mother the school nurse's message, and when he reached home after school the next day, there sat Mrs. Byrd in the living room.

Robert's mother offered him a plate of cookies from the coffee table. "We have been talking about what a time you have getting up in the morning, although you go to bed at eight o'clock, and how eager you are to go to bed at night."

Mrs. Byrd stood up, smiled at Robert, and then said, "I hope my suggestion will help. I've enjoyed meeting your mother, Robert."

When the school nurse had gone, Robert's mother asked him whether he had fun playing with the other children at school, and whether he had a nickname.

Robert hesitated. He didn't want to tell.

"Do they ever call you Sleepyhead?" his mother asked.

"I'm not!" Robert insisted.

His mother sighed. "You know, Robert, I don't believe it is your fault that you feel tired. So a name like that doesn't really mean so much, does it?"

Mrs. Byrd thinks Dr. Larson will help you feel peppy again," his mother said. "I'll make an appointment for us."

The next day Dr. Larson looked down Robert's throat. His mother and the doctor talked together. When they reached home, Robert's mother told him that his tonsils would be taken out later that month. They talked about what favorite books and toys he would take along to the hospital.

"AT THE HOSPITAL"

The week Robert went to the hospital, he and his parents talked about what would happen there. He learned that he would breathe hard into a mask until he fell asleep. He knew, too, that his throat would feel sore when he woke up, but it would get better, and soon he would feel strong and stop being so tired.

He told Mrs. Byrd and Miss Thomas he was going to the hospital. On his last day in school, Miss Thomas told the class.

"Robert is going to have an experience that we all will be interested in hearing about," she told them. "Have any of you children ever been in a hospital before?"

Two of them, Rosemary and Harold, raised their hands. Rosemary had broken her arm the year before, and Harold had had pneumonia as a baby, but Robert was the first one to have his tonsils out. He felt quite important as they talked about his operation.

It was true that Robert's throat felt sore when the tonsils came out. But both his parents were standing by his bed when he woke up, so it wasn't very different from home. His father grinned at him and said, "Today you can sleep as late as you want to."

By evening, Robert's throat was better. He drank some pop and ate some chocolate ice cream, and the next morning he drank some good cold orange juice. But the best thing of all happened that morning when a nurse came into his room carrying a big envelope. Inside was a big card with a picture of a smiling duck shouting, "Get Well Soon!" The card was covered with writing, for all the children in Robert's class had signed it. Robert read it over and over and could hardly believe it when he saw Marvin's name there, too.

"BACK AT SCHOOL"

After Robert had been back in school for a month, Miss Thomas began to mention how much his schoolwork had improved. "You're following directions so much better," she said. "And your eyes look so much brigher, too. I can tell you're listening."

Robert smiled. "I don't feel like falling asleep any more."

The only thing that bothered him now was Marvin. All the other children acted glad to have Robert join their games, but Marvin stayed away. One day, Robert mentioned this to his mother. "Remember how Marvin used to come over on Saturdays to play? I wish he'd do it again."

"Maybe Marvin thinks you're still a sleepyhead," said his mother. "It's up to you to show him that you've changed."

"But how?"

"Try going over to his house."

That seemed like a good plan. Robert could hardly wait for Saturday. He was dressed and ready to go to Marvin's so early that his mother made him wait. "You don't want to wake up Marvin's whole family," she said.

The milk bottles and the morning newspaper were still on Marvin's porch when Robert knocked on the door. Marvin blinked when he saw Robert standing there.

"I thought you were sick," he said slowly.

"Not any more," Robert shouted. "Come on outside, and let's toss that baseball around. See? I've got a new one."

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"I thought you were sick," he said slowly.

"Not any more," Robert shouted. "Come on outside, and let's toss that baseball around. See? I've got a new one."

"Are you sure you're all right now?" Marvin asked.

Robert grinned. "I'll prove it to you. Once we get over to the baseball diamond, I'll race you around the bases."

"Okay, I'll bet," Marvin agreed. They ran all the way to the park in the next block and after that, Saturday morning - except when it was stormy - was baseball practice time for Robert and Marvin. Other boys played with them, but Robert and Marvin were the only ones who never missed a single Saturday.

Suggested Discussion Questions

1. Why do you think Robert was always tired?
2. How do you think Robert felt when Marvin called him a sleepy-head?
3. What did Robert try to do to Marvin?
4. What did the other children do?
5. What made Miss Thomas think Robert might be sick? How many other people helped to find out what was making Robert so tired? Did Mrs. Byrd help? How about Dr. Larson?
6. How did Miss Thomas let the other children know Robert was going to the hospital?
7. How do you think Robert felt when Miss Thomas told the other children?
8. How did Robert change after his tonsils came out?
9. What may have been some reasons why Marvin was the last one to believe that Robert was strong and well again? (Could it have been because they were once such good friends and Marvin's

Activities | **Objectives/Materials**

feelings were hurt when Robert refused to come out and play and when Robert fought with him on the school grounds?)

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(J) Create situations from story starters. Grade levels 1,2,3

4,5

A box with cards of story starters

Have a box filled with story starter cards such as:

When I am hungry, I...
When I am tired, I...
When I need attention, I...
When I am cold, I...
When I am afraid, I...
When I want to be first or last, I...

Read the cards to the children and let them evolve their own stories and talk about how they meet their various needs. The children can tape their stories, draw pictures about them, or dramatize them. This activity can easily be adapted to a language arts writing lesson.

The students might want to work on this on their own or in groups. If they want to work on it together, divide them into the "hungry" group, the "tired" group, the "cold" group, etc.

UNIT 2 - NEEDS

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Activities	Objectives/Materials
You could also put some pictures on the bulletin board that the students could use as story starters.	
(K) Discuss the needs shown in the pictures. Grade levels 1,3 Use pictures from magazines to illustrate the different needs people have and how they can be satisfied. You may have to help the students identify some of the needs. Sometimes pictures can illustrate more than one need, so give the children time to think about what the needs are and how they are being satisfied in the pictures.	1,2,3,4 Magazines, magazine pictures, paper, crayons, paint brushes
You may want the students to draw pictures of some needs they have, or find some pictures in magazines which indicate needs. They can pick those pictures out of the magazines, and then discuss them with the rest of the class or with a small group.	
(L) Listen to and discuss Timothy's needs for security and self-worth. Grade levels 1,2 The purpose of using the story "Watch Out, Timothy!" is to make the students aware of a need for security and for self-worth. Try to get the children to understand the need for security and for self-worth and what they might do to meet these needs.	2,4

"WATCH OUT, TIMOTHY!"

Chatter, chatter, chatter!

Scratch, scrabble, scratch!

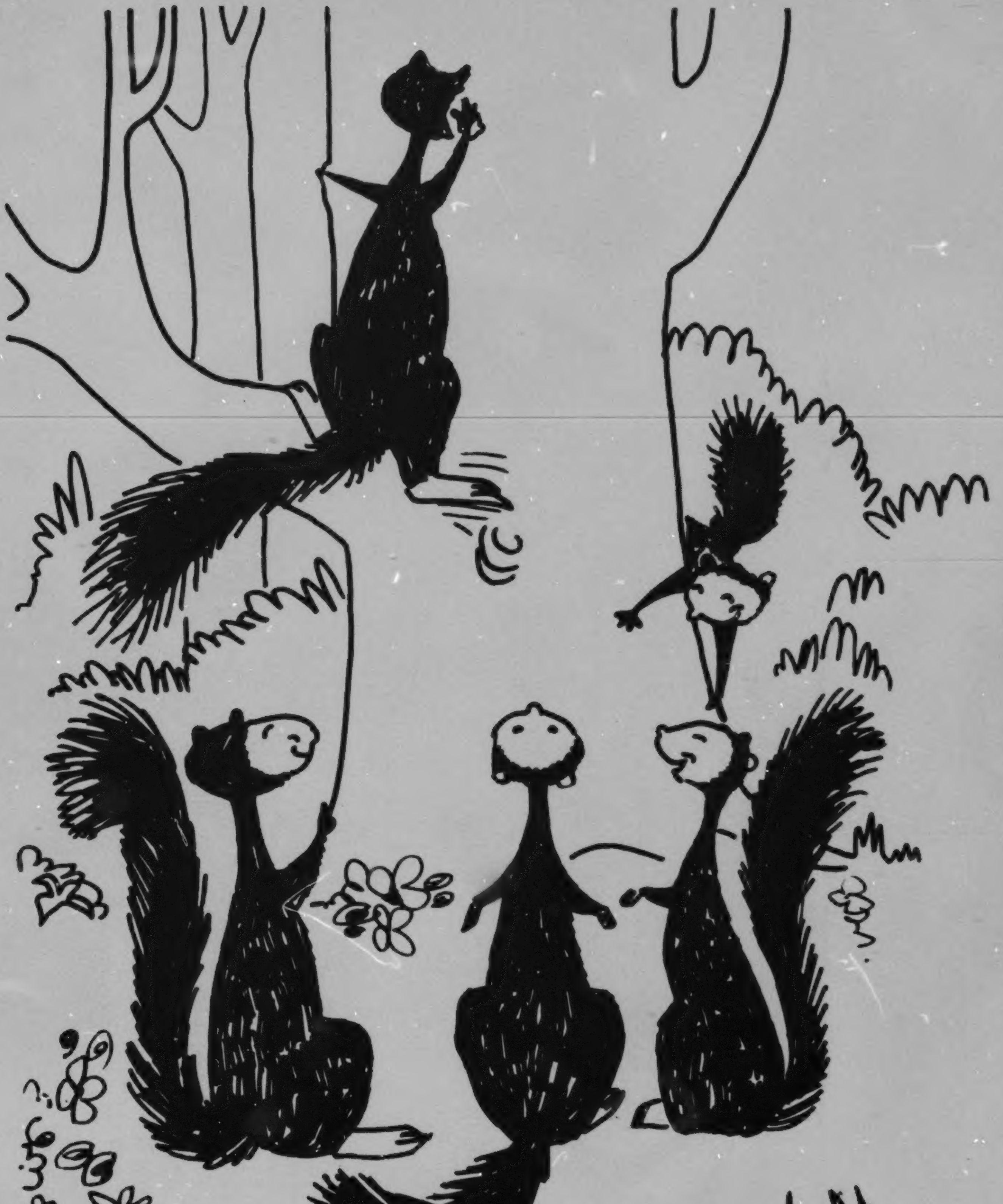
What a good time the little squirrels were having in the forest! They raced up and down a tree. They jumped over sticks. They scrambled over rocks. They were playing follow the leader. Five were little squirrels, all gray, with big bushy tails.

"Now it's my turn to lead!" shouted Tommy. "I want to be leader now! Everybody follow me." And he turned and scampered off across a clearing. The rest of the squirrels followed -- Sally, Jimmy, Suzie, and last of all, Timothy.

Tommy ran very fast toward the tall oak tree, the oldest tree in all the forest. He ran up the tree trunk almost to the tip-top branch. Then, with a flying leap, he jumped from the branch of the old oak tree to a branch on the elm tree which stood nearby. Then he scampered down the elm and waited on the ground for the rest of them. First Sally leaped across and ran down the tree, then Jimmy, and then Suzie. They all waited at the bottom of the tree for Timothy to follow them. But Timothy was still at the top of the oak tree.

"Come on, Timothy, jump!" they shouted up to him. But still Timothy did not jump.

Suddenly Timothy turned around and came slowly down the big oak tree.



K-1

Watch Out, Timothy -1

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(Picture 1)

"Why didn't you jump? Why didn't you jump?" asked the four little squirrels.

"I just didn't want to," he said. "This is a silly game anyway. Let's play something else."

"I like this game," said Sally.

"Oh, well, it's spoiled now anyway," said Jim. "I've got a good idea. Let's go over and get berries from the bushes across the river. Come on, let's go!" And he ran down the hill toward the river. The other little squirrels raced after him.

"How are we going to get across the river?" asked Timothy.

"See that log!" said Jimmy. "We can cross on that. It goes right across the river."

"I don't think I want to go across that log," said Timothy. "It doesn't look very safe to me."

"Of course it's safe," said Sally. "All the squirrels cross on this log. It's the only way to get across the river. Even the little chipmunks cross this log."

"I don't really feel like eating berries anyway," said Timothy. "I guess I'll just stay over here and play in the leaves."

"Oh, dear," sighed Suzie. "Timothy doesn't want to do anything we want to do."

"I know a good place to slide," said Tommy. "Would you like to do that, Timothy?"

"I guess so," said Timothy. "Where is it?"

"Come on. Follow me!" shouted Tommy. And they raced back up the hill again.

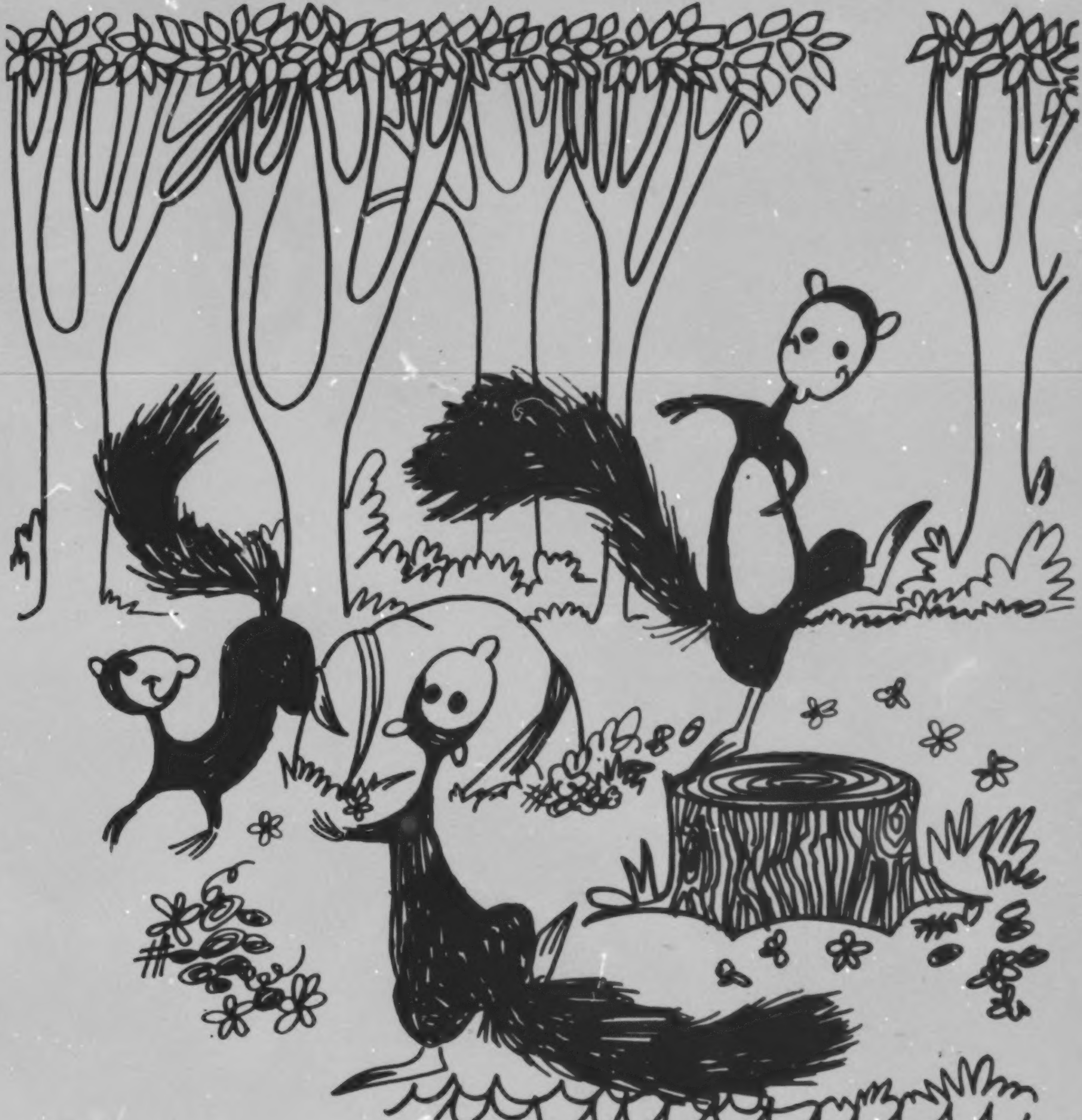
Up the hill, past the oak tree they ran. Over a tree trunk and down by the meadow they ran. Over a tiny stream and up a hill they ran, and there was a big smooth rock.

"See," said Tommy, "this side is smooth. It's a real good sliding rock."

Timothy looked up at the high rock. Then he looked down at the ground. "It's kind of high, isn't it?" he said.

"Oh, not so high," said Sally. "Come on. This will be fun." And she scampered up the big rock.

"I don't think I will today," said Timothy.



Watch Out, Timothy -2

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K-2

"Why not?" asked Suzie.

"Oh, I just don't want to."

The four little squirrels looked at Timothy. "I know what's the matter with him," said Suzie. (What do you suppose Suzie thought was the matter with him?) "He's afraid. Timothy is a fraidy-cat, Timothy is a fraidy-cat," she chanted.

Then the other little squirrels joined in. "Timothy is a fraidy-cat, Timothy is a fraidy-cat."

(Picture 2)

Timothy turned around and ran as fast as he could. He could hear the little squirrels shouting after him, "Timothy is a fraidy-cat." (How do you suppose Timothy felt?)

After Timothy ran away, the other little squirrels played on the rock. "I wonder where that old fraidy-cat went," said Sally.

"Who cares about a squirrel who's afraid to do anything?" said Jimmy.

"Who-who?" asked a voice from above.

The little squirrels looked up. There sat old Mr. Owl on the branch of a tree.

"What did you say, Mr. Owl?" asked Sally.

"Who is a fraidy-cat? Who's afraid to do anything?" asked Mr. Owl.

"That old Timothy," answered Suzie. "He's afraid to do everything."

"He's afraid to jump from one branch to another and all the squirrels do that," said Jimmy.

"He's afraid to cross the log over the river and even the chipmunks do that," said Sally.

"He's afraid to slide on our sliding rock and everyone can do that," said Tommy.

"He's just a fraidy-cat," said all the little squirrels together.

"Why?" asked Mr. Owl.

"Why what, Mr. Owl?" asked Jimmy.

"Why is he afraid to do those things?" asked Mr. Owl.

The four little squirrels looked at each other. They had never thought that there might be a reason why Timothy was a fraidy-cat. "We don't know," said the four little squirrels. "We thought he just was." (Why do you think he might have been afraid?)

"Do you know, Mr. Owl?" asked Jimmy.

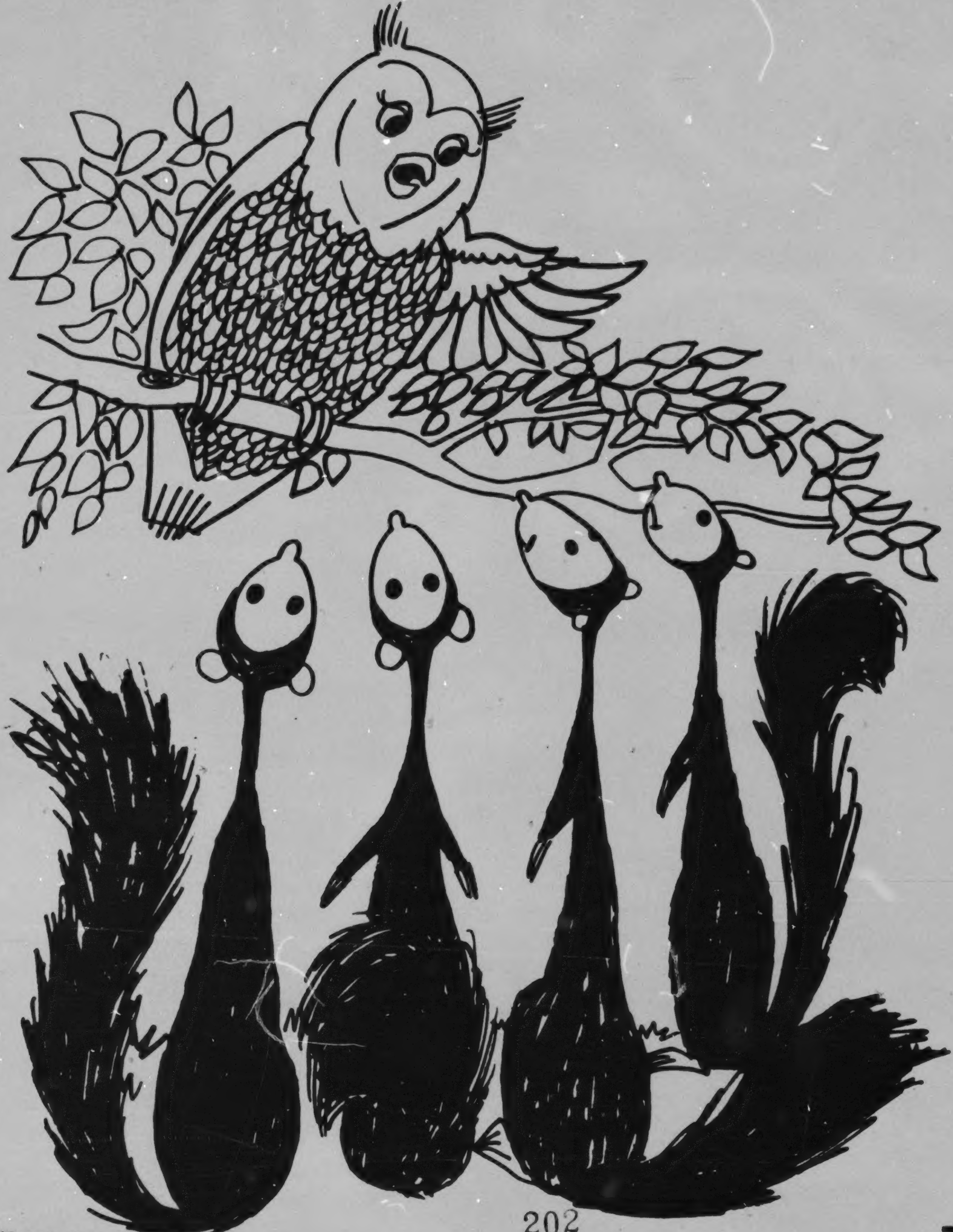
(Picture 3)

"I have watched the animals of the forest for a long time," said Mr. Owl. "When some animal does something that the rest of us don't like, I want to see why he is doing it. It isn't always easy to find out why because there may be lots of reasons for the way an animal acts. I watched Timothy for a long time before I thought I knew why he was afraid to do things."

"But what's the matter with him?" asked Sally. The little squirrels were puzzled.

"When Timothy was a very little squirrel he hurt himself. I saw it happen from my perch here. He landed on a small branch that was broken and down he went. After that, everyone would say, "Watch out, Timothy, you'll hurt yourself again!" When he wanted to run and jump, everyone would say, "Watch out, Timothy!" Pretty soon Timothy was afraid to do anything. He was afraid he would hurt himself again."

The four little squirrels looked thoughtfully at each other.



Watch Out, Timothy -3

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K-3

They remembered the time that Timothy had hurt himself when a branch broke under him. They also remembered that for a long time afterwards everyone kept telling Timothy to watch out.

"How can we play with Timothy so as to make him feel better?" asked Jimmy. (See if the children can offer some suggestions.)

"Well," said Mr.Owl thoughtfully, "you could show him how you run along a tree trunk lying on the ground where he won't be hurt if he falls. Perhaps you could show him how to jump from some very low branches, too. After he gets so he can do the easier things, then maybe he won't be afraid to try some of the harder things."

"But that won't be much fun," said Sally. "That's baby stuff."

"Maybe it won't be much fun at first," said Mr. Owl. "But now it isn't much fun anyway, is it?"

The four little squirrels looked at each other.

Tommy spoke up. "I'll try. It will probably be more fun for Timothy, and I guess if he is having fun, the rest of us will have more fun,too."

"Yes," said Mr. Owl, "I think so. It's always more fun to play if everyone is having a good time." (What do you suppose might have happened if no one had found out why Timothy was afraid?)

Activities	Objectives/Materials
Suggested Discussion Questions: 1. What were some of the things that Timothy was afraid of? 2. What did the other squirrels think when Timothy wouldn't play with them? 3. How do you suppose Timothy felt when they called him a fraidy-cat? 4. How did it happen that Timothy was afraid to try many things? 5. Who helped the squirrels to see why Timothy acted as he did? 6. How do you think they might help Timothy learn to have fun with them ? 7. If no one had found why Timothy was afraid, what might have happened? 8. Sometimes children who are told to "watch out" tend to become "daredevilish" as well as fearful. How do you think this might come about? (Perhaps the teacher can help the children become aware that the same situation might bring about several quite different patterns of behavior.)	
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(M)Discuss needs the children have had since yesterday or in the last 24 hours. Grade levels 2,3	3,4,5
Ask the students to think of needs they have had in the last 24 hours. As the students present the needs, write them on the	Magazines with colorful illustrations

UNIT 2 - NEEDS
The learner will show his understanding of needs by his ability to:
1. Explain what is meant by a need.
2. Identify some basic needs that people have.

chalkboard and discuss the needs and how they were met. After all the needs have been listed, go down the list and ask the students how many of them experienced that particular need yesterday or in the last 24 hours. Make a tabulation of the responses.

Quite likely the needs suggested by the students will be on the physical level, such as the need for food, water, rest, and activity. Encourage them to deal with the more sophisticated levels of needs such as safety, love, and self-worth if they are able.

As a follow-up activity, students can cut out magazine pictures that illustrate the particular needs they mentioned or others. When they show their pictures, ask them what they think the persons in the picture need and why they think the pictures show those needs.

It is important for them to understand that the same behavior can be the result of various needs and that we are never sure what the need is by looking at a person's behavior. For example, ask them what a child who is crying might need. Help the students understand that the child might need food, warmth, relief from pain, love, attention, or any number of things.

After the discussion, the pictures can be put in a scrapbook and displayed.

3. Identify some needs he has.
4. Tell how needs are met.
5. Tell how he meets some of his needs.

Activities	Objectives/Materials
(N) Discuss the need for a child to experience success. Grade levels 2,3	6

Every child needs to experience success and to share that success with others. Some children might enjoy telling or writing riddles, poems, or stories. Then they can share their work with their classmates. If the class likes the work and shows acceptance, the individual certainly will experience success. Pantomiming and role playing might be very interesting to third graders. All the children might be encouraged to make a booklet or panel showing a progression of events leading to success in their classroom or in school. The following stories might help the children to understand the meaning of success:

1. Chandler, Edna. Cowboy Andy. New York: Random House, 1954. reading level 1.8.
2. Conford, Ellen. Impossible Possum. Boston: Toronto: Little Brown & Co., 1971 2nd and 3rd grade
3. Kessler, Leonard. Here Comes the Strikeout. New York: Harper & Row, 1965. 3rd and 4th grade.
4. Piper, Watty. The Little Engine that Could. Eau Claire, Wisconsin E. M. Hale & Co., 1945. 1st and 2nd grade.
5. Shecter, Ben. Conrad's Castle. New York: Harper & Row, 1967 1st grade
6. Steiner, Charlotte. The Fitfiddles Keep Fit. New York: Random House, 1963. reading level 3rd grade.
7. Ressner, Phil. Dudley Pipin. Evanston, Illinois: Harper & Row, 1955.

UNIT 2 - NEEDS

The learner will show his understanding of needs by his ability to:
1. Explain what is meant by a need.
2. Identify some basic needs that people have.

Activities | Objectives/Materials

8. Ressner, Phil. August Explains. Evanston, Illinois: Harper & Row, 1962.
9. Viorat, Judith. Try It Again, Sam. New York: Lathrop, Lee & Shepard Co., 1970.2nd grade.

(O)Discuss community needs. Grade levels 1,2,3 — 2,4

Discuss community needs and community activities that make it possible to produce goods and services necessary for people to live together in a satisfying way. Then list the following activities. Let the children illustrate each situation, and then share their pictures with their classmates. You might display their art work on two bulletin boards, one to depict the forms of community needs and services, and the other the lack of these services and some possible effects.

What Would Happen If...?
1. All firemen went on strike.
2. No garbage collections were made.
3. All swimming pools were closed.
4. All doctors and nurses went on vacation at the same time.
5. There were no grocery stores.
6. All teachers taught the same subject.
7. The mailmen were on strike and did not deliver your mail and your packages.

SUPPLEMENTARY BOOKS FOR STUDENT READING Unit 2.

Anglund, Joan. A Friend Is Someone Who Likes You. New York: Harcourt, Brace & World, 1958.
Short little verses about friendship.

Burton, Virginia Lee. The Little House. Boston: Houghton Mifflin Co., 1942.
A cycle of a happy home abandoned as the city gradually absorbs it. Sad and lonely it stands forgotten until the great, great grandchildren of the original owners find it, move it to the country,live in it, and love it.

Conford, Ellen. Impossible Possum. Boston: Toronto: Little Brown and Company, 1971.

Frankel, Bernice. Half as Big and the Tiger. New York: Franklin Watts, Inc., 1961.
There were three brother deer. The youngest was only half as big as the others. The two older brothers did not try to protect each other when the tiger came around. Half as Big used his wits and out thought the tiger. His brothers had a new respect for him.

Kessler, Leonard. Here Comes the Strikeout. New York, Evanston, London: Harper & Row, 1965.

Lionni, Leo. Frederick. New York: Pantheon Books, 1967.
This little field mouse dreams the summer away, while his peers are busily getting ready for winter. When he is hungry, however, he proves to his friends that even mice cannot live by bread alone, and cheers them with his poetry.

Lionni, Leo. Swimmy. New York: Pantheon Books, 1963.
A picture book which illustrates how the needs for safety and belonging of a little fish are taken care of by a school of fish.

Locke, Edith Raymond. The Red Door. New York: Vangard Press, 1965.

Piper, Watty. The Little Engine that Could. Eau Claire, Wisconsin: E. M. Hale & Co. 1945.

Scott, Ann Herbert. Sam. McGraw Hill Book Co., 1967.
Sam is looking for attention, but his family interpret his actions as bothersome. Sam roams

from one member of his family to another, being reprimanded at every turn. Hearing his father's harsh words, Sam finally breaks down in tears. Then his family begin to understand his feelings and help him meet his needs.

Shecter, Ben. Conrad's Castle. New York: Harper & Row, 1967.

Suess, Dr. And to Think I Saw it on Mulberry Street. New York: The Vanguard Press, 1937. A little boy's fabrications of what he saw on the way to school, in order to tell a good story and attract attention.

Valens, Evans. Wingfin and Topple. Cleveland and New York: The World Publishing Co., 1962. Topple was a "different" fish. His fins were very long, and he could not swim as fast as the other fish. Then one day all the fish were caught in a net. Topple discovered if he spread his fins he could almost fly. He flew from the net and swam all night long to get away from the net. Then the other fish couldn't make fun of him.

Viorst, Judith. Try It Again, Sam. New York: Lothrop, Lee & Shepard Co., 1970. 2nd grade

UNIT 3 ACTIONS (Behavior)

Purpose of the Unit

To help students understand that behavior has causes and effects.

Objectives for the Learner

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.
4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

To the Teacher

Behavior is defined in these units as: THE WAY A PERSON ACTS OR REACTS IN A SITUATION. This includes covert behavior, such as thinking, as well as overt behavior. To help gain an understanding of behavior, you can use an equation to analyze the causes of behavior. The equation has three parts:

1. Motivating forces are the needs and feelings that people try to satisfy.
2. The resources are an individual's abilities, skills, knowledge, and problem-solving methods.
3. The immediate physical setting refers to the physical surroundings in which the behavior occurs.

The equation is written: (The plus sign (+) means "interacts with")

MOTIVATING FORCES + RESOURCES + IMMEDIATE PHYSICAL SETTING = BEHAVIOR.

In this unit you and your students will be talking about the parts of the equation in order to investigate the causes of behavior. You do not have to present the equation to the students.

You may present it if you think they can understand it. The equation also shows the elements of effects.

The emphasis in the unit should be to help the children become flexible in their understanding of behavior so that they can begin to act causally. An overall goal is to help the students become less judgmental in their opinions of behavior. The greater their understanding of the causes and effects of behavior, the more likely they are to be successful in dealing with people.

Try to be accepting of students' responses and questions. Do not supply answers, but formulate your questions from their responses. This technique can help the children develop the skills and tools to make their own decisions. It is important that you try to use causally oriented methods in teaching in order to assist the students to begin thinking and acting causally.

The term behavior is often misused in a discussion of human behavior. Some educators have a tendency to refer to students with behavior problems as "students who are not behaving." In fact, these students are misbehaving, since the term behavior includes all types of actions. Misbehavior is defined in these units as: THE IMPROPER WAY A PERSON ACTS OR REACTS IN A SITUATION.

Teachers have often reported that children who are given an opportunity to decide the treatment for a child who has misbehaved may need help in dealing causally with the misbehavior. This type of participation can be very beneficial if children first develop a causal orientation to behavior. Usually the children are harsher with their punishments than the teacher would be. You should, therefore, place importance on finding the cause of the misbehavior and ways to prevent its recurrence rather than on punishment. To start discussion along these lines, begin with minor infractions by students who seem to have a good self concept and then proceed to more major misbehaviors.

Materials for Teaching This Unit

TEACHER RESPONSIBILITIES

Activity A	Mounted magazine pictures of obvious actions
Activity C	Mounted magazine action pictures of people and animals
Activity E	Colored construction paper Paper cup, small box or paper plate, plastic clorox bottle or liquid detergent bottle or Quaker Oats box Cardboard rolls or popsicle sticks, glue, scissor, cards
Activity F	Props - simple costumes (hats, signs defining their roles)
Activity I	Cards with feelings and needs on them
Activity K	Pictures which show or elicit needs and feelings, community helpers, scary things and inanimate objects.

MULTIMEDIA

Activity H	"Building a Story Unit" Transparencies From: Troll Associates East 64 Midland Ave. Paramus, New Jersy 07652 $25
Activity L	Sound filmstrip "Who Do You Think You Are?" Three parts, 10 min. each From: Guidance Associates Pleasantville, New York 10570 $18 per set

Activity O "Story Boards"
From: Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, Illinois 60134
$6

Teacher Activity

List two of your own behaviors that might affect your future:
1.

2.

Analyze one of these behaviors by answering the following questions:

1. What motivating forces (needs and feelings) might have motivated this behavior?

2. What resources (abilities, skills, knowledge, attitudes, and problem-solving methods) might you have used?

3. Where did the behavior take place? (Immediate physical setting)

Using the behavior equation, analyze the behavior of a student who does well in his school work and yet constantly disrupts class activities by interrupting students and starting firghts. List some of the possible motivating forces and resources of such a student in the equation below:

Motivating Forces +	Resources +	Immediate physical setting =	Behavior
		Classroom	Interrupts students Fights

Once you understand some of the possible underlying causes of this inappropriate behavior, what might you do? Might you eliminate his basic frustration if you punished him. How could you help him satisfy his basic need for self-worth? If you helped him satisfy his needs, do you think he would continue to express them in such inappropriate ways?

UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities	Objectives/Materials
(A) Define behavior and distinguish between misbehavior and behavior. Grade levels 2,3 To help distinguish between misbehavior and behavior you will need to point out that behavior includes everything we do. Some students might have been told they were not behaving when, in fact, they were misbehaving. Ask them to suggest what they consider behvaviors. Your class will probably come up with "good" and "bad" behaviors. Ask them how we can tell if a behavior is "good" or "bad." The answer should be that if it hurts someone or ourselves, it is probably a misbehavior. Initiate the discussion on behavior by using a variety of obvious action pictures. From these pictures, various types of behavior can be seen. Discuss how each behavior might affect others. Ask the students to help you make a list of some other things people do, other ways people behave, or other actions they have seen. Then ask the students to place these actions in groups. To further clarify the differences between behavior and misbehavior, role playing an action might be used with corresponding reactions. Impress upon the children that all their actions are behavior, but some of them are not acceptable to everyone.	1,6,7 Mounted magazine action pictures
(B) Play Simon Says to introduce the concept of actions. Grade levels 2,3 Lead your class in a game of Simon Says. Before you begin, explain that Simon will ask the class to act the way he does and that	1,2,3,4

UNIT 3 ACTIONS (Behavior)
The learner will begin to understand behavior as shown by his ability to:
1. Explain what is meant by actions (behavior).
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3. Describe some possible ways in which feelings and needs can affect behavior.

Activities

everything he asks them to do is called an action. Ask the class to try to remember how they feel about some of these actions so they can talk about them after the game. After you have started the game, let several children lead the class. Include in your instructions large movements (e.g., walking around the desk, reaching for the ceiling) as well as small movements (e.g., blinking their eyes, wiggling their fingers). This variety will prevent the children from getting overly excited with only large movements and provide a chance to discuss how they felt about different actions.

To help make the transition from a game to a real learning experience, have the class sit in a "talk" circle and discuss some of the following questions:

1. What made you act all those different ways?
2. If you were not playing this game, where else might you do some of the same actions?
3. Why might you act these ways somewhere else?
4. Which action did you like best? Why? Which action did you not like? Why?
5. Which action made you feel small? Quiet? Why? What other actions might make you feel this way?
6. Which actions made you feel big? Noisy? Why? What other actions might make you feel this way?
7. Which actions made you feel happy? Sad? Why? At what other times might you feel this way?

Singing games such as "For Your Ears Hang Low," "She'll Be Comin' 'Round the Mountain," and "This Old Man" could also be used to strengthen the concept of action.

4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

Activities

(C)React to pictures of actions (behaviors). Grade levels 1,2,3
You might find pictures in magazines of people and animals engaged in various activities. Ask the students questions about the pictures that will help them understand that any action is behavior and that it has causes.

1. What might the person or animal in the picture be doing?
2. Make up a story about why this person or animal might be doing this.
3. What do you think this person or animal might have been doing just before this picture was taken?
4. What might happen to this person next?
5. What needs and feelings might each person in the picture have? (Teacher note: Refer back to Units 1 and 2 for previously used terms.)
6. How might you act if you had those feelings or needs?
7. What might happen to you if you acted that way?
8. How else might the person or animal in the picture act to meet his needs and express his feelings?

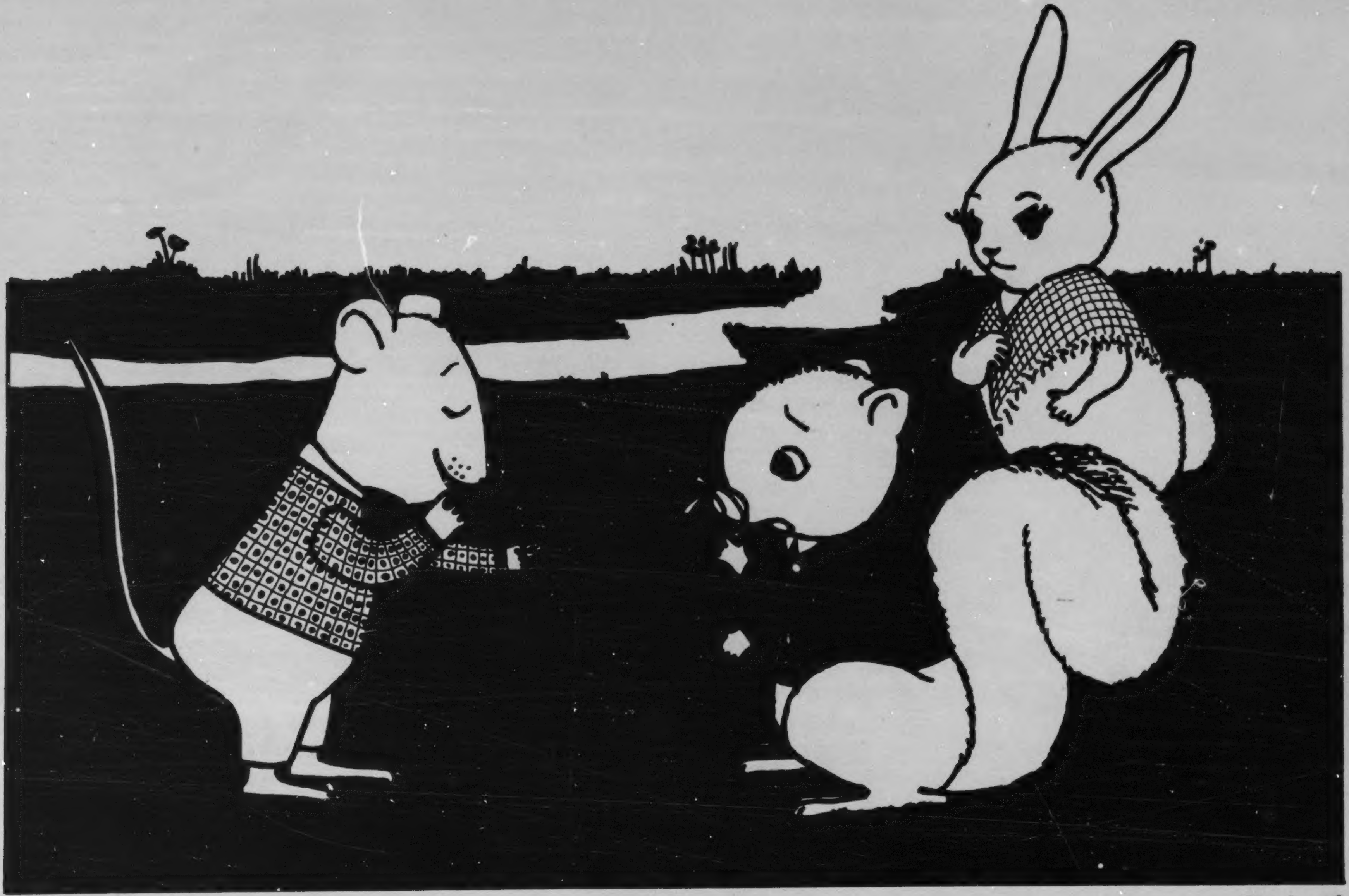
The class might enjoy bringing their own magazine pictures and writing stories about what they think happened before the pictures, what is happening in the pictures, and what might happen next.

Objectives/Materials

1,2,3,5,7

Mounted magazine action pictures of people and animals.

I-5



Giggles -1

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UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities	Objectives/Materials
(D) Listen to and discuss "Giggles." Grade levels 1,2,3 Before reading the story, it might be desirable to discuss why we laugh, when to laugh, and even how we laugh.	1,2,3,4,5,6,7

This story is about a mouse who covers up his feeling of inadequacy by giggling all the time. The other animals in the meadow help him overcome his feeling and discover that he no longer giggles so much.

"Giggles"

At the foot of a big oak tree in a green grassy meadow, lived a little field mouse. He lived all alone in a den under a big root of the big oak tree. When he was just a teeny baby mouse, he was called Rufus. But none of the other animals who lived in the meadow could remember that. They had another name for him. They called him Giggles.

Giggles did live up to his name, too. He laughed or snickered or tittered or giggled all the time. At least it seemed like all the time. He laughed when the wind went swishing through the meadow, rustling the leaves of the big oak and making the tree bend and sway. Nothing to laugh about really.

He tittered when the gay little brook went bubbling and bouncing over the rocks. Nothing to titter about actually.

He giggled at silly things and he giggled at serious things. He laughed when Rusty, the squirrel, fell out of the big oak tree and bumped his nose on the ground. He giggled when a big green frog jumped into the brook and splashed water all over a little brown rabbit. He did an awful lot of giggling.

(Show Picture 1)

The other little animals didn't always mind when Giggles laughed at things. But sometimes they minded very much.

Mrs. Robin said, "I don't care if people laugh when things are funny. But I don't think it is nice for them to laugh at a person's children simply because they haven't got any feathers yet."

Mr. Owl said, "No siree, a mother doesn't like to have her children laughed at."

All the little animals nodded and looked at Giggles, and Giggles just laughed.

Poor Giggles. He just couldn't keep from giggling. They had to put him out of a very serious meadowland meeting once when he laughed. It got so that some of the animals just wouldn't stay around when Giggles came up, and he had hardly anyone to play with.

(Show Picture 2)

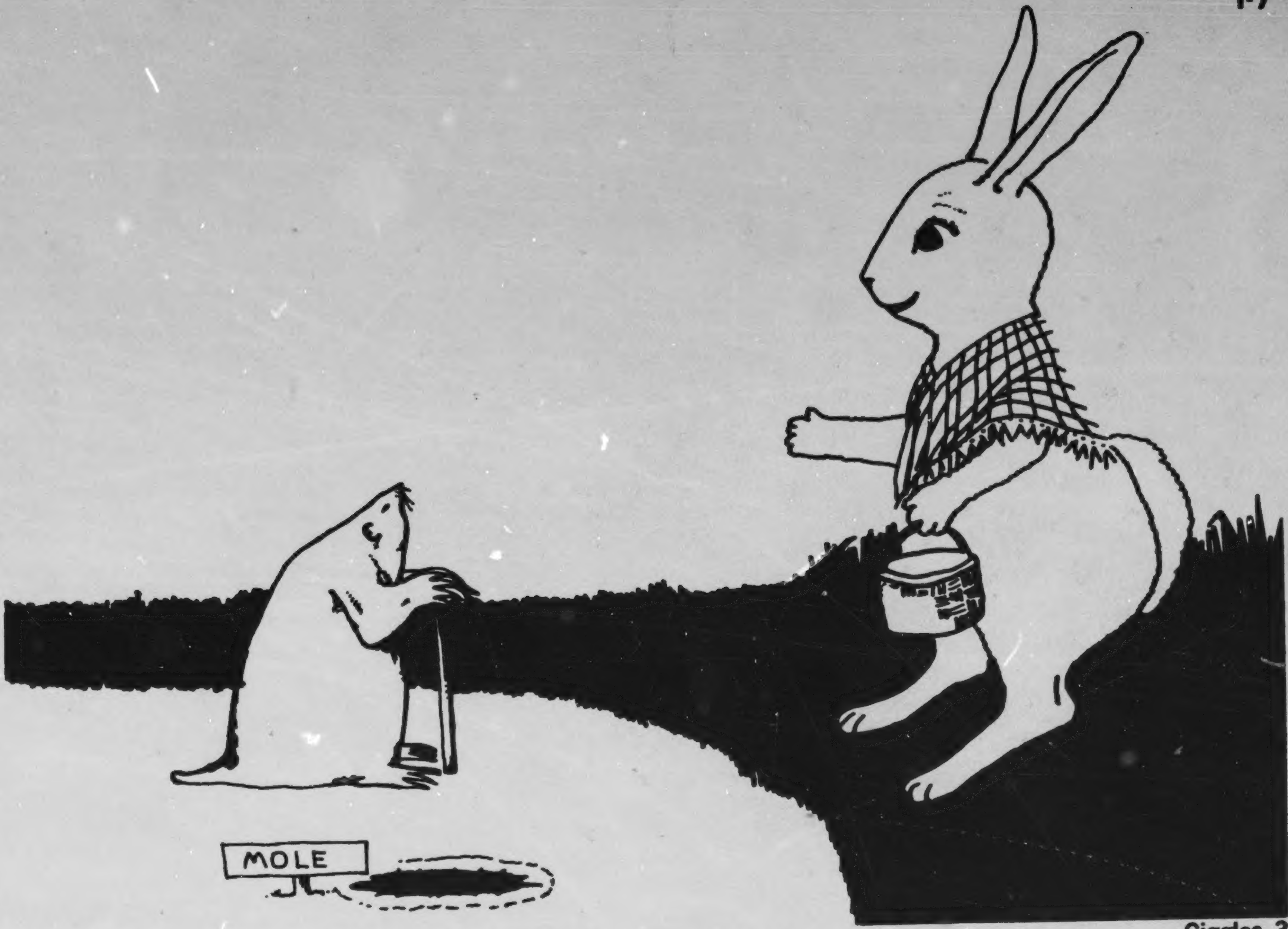
One day Mrs. Rabbit was hopping down the path by the brook. She saw Giggles perched outside his door looking very lonely.

"Good afternoon, Giggles," said Mrs. Rabbit.

"Tee-hee , good afternoon, Mrs. Rabbit, tee-hee-hee," tittered Giggles.

Mrs. Rabbit hopped on down the path shaking her head. "Something has to be done about that silly mouse," she thought, "I'm going to see old Mr. Mole about it." So she hopped over the little brook and down to the big rock. For that was where old Mr. Mole lived.

I-7



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Giggles -3

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Old Mr. Mole was the wise one. All the little animals in the meadow would go to Mr. Mole when something big was bothering them. Mr. Mole had lived in the meadow for a long, long time, and thought deep, deep thoughts down in his dark little house under the ground. He always could help with a very big problem.

Mrs. Rabbit thumped on the ground with her foot to get Mr. Mole to come out of his little house. Pretty soon she saw a sharp little nose sticking out of the ground. Then a little brown body climbed slowly out of the hole and sat down on a piece of soft green moss.

(Show Picture 3)

"Mr. Mole," said Mrs. Rabbit, "we need help."

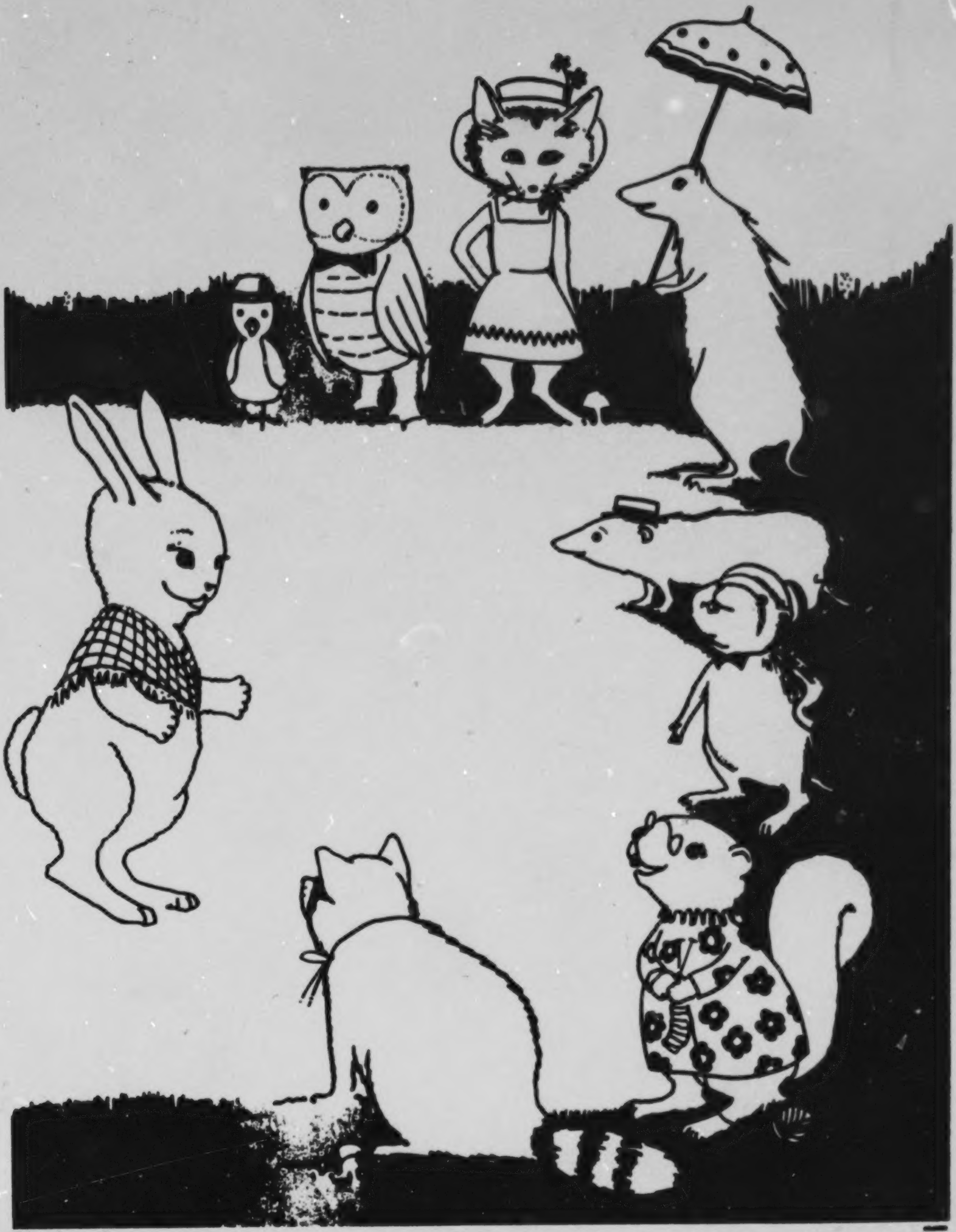
"Humph," said Mr. Mole, "always need help. Always come to me when you need help. Suppose it's about the giggly mouse."

"Why,yes," said Mrs. Rabbit. "How did you know?"

Mr. Mole stroked his whiskers and looked very wise. "Been here a long, long time. Know just about everything that goes on in this meadow."

"Well, tell me then," said Mrs. Rabbit, "what can we do about Giggles?"

"Could be he's scared of people. Kind of little and skinny. Doesn't look like much. Maybe he feels he doesn't count for much; just giggles to hide how he really feels. Happens with a lot of folks. Laugh and giggle to kind of cover up what they feel." Mr. Mole wrinkled up his forehead and stroked his whiskers. "Might show him you like him. Might



Giggles -4

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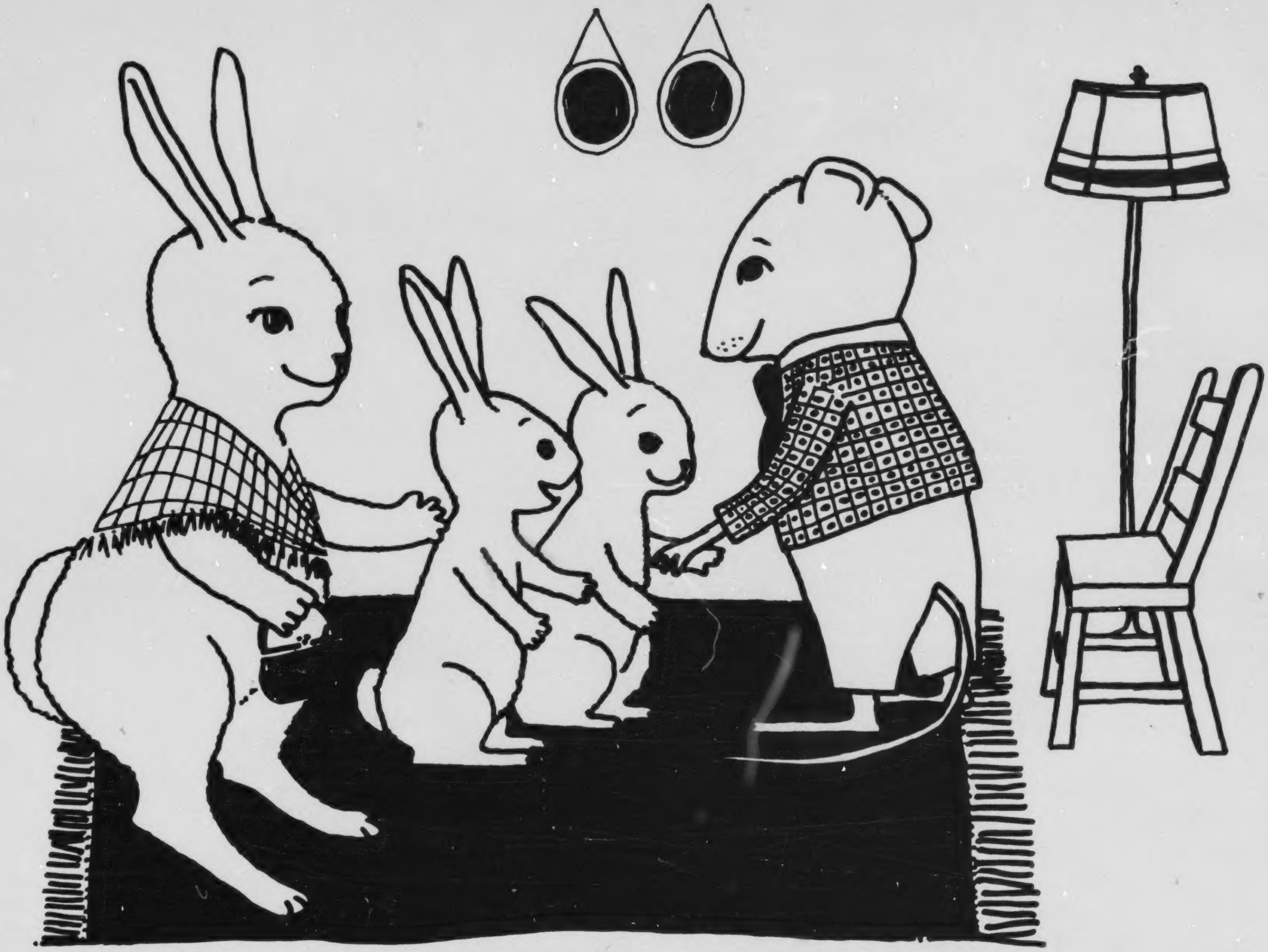
I-9



Giggles -5

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help him find something he can do. Help him feel he counts for something. Might work." And with these words Mr. Mole whisked himself around and disappeared down the hole.

"Oh, Mr. Mole, Mr. Mole, come back!" called Mrs. Rabbit. But the sharp little nose did not come back out of the hole.

Mrs. Rabbit went hopping back home. "I wanted to ask him what we should do. But you never can keep him for very long. I guess I'll talk to the rest of the folks in the meadow and see what they think we can do."

(Show Picture 4)

So Mrs. Rabbit talked to the meadow folk and they all wanted to try to find some way which would help Giggles fit in with the rest of the animals. They made a plan of what they thought they might do to help and they tried to think of some things he could do.

Pretty soon Giggles was surprised to find that the animals were dropping in to see him once in a while. Rusty, the squirrel, even asked his advice on the best way to store his nuts for the winter. Mrs. Rabbit asked him to baby-sit with her children. One day they had a birthday party for Giggles with a great big cheesecake with candles on it. Giggles recited a poem and he giggled only twice during the whole thing. It wasn't too long before Giggles was doing a lot of things with all the meadow folks.

(Show Picture 5)

Late that fall when the ice was beginning to form on the brook, old Mr. Mole came out of his little house. Mrs. Rabbit was hopping down the path. Mrs. Rabbit hadn't seen Mr. Mole outside his little house for a long time.

"Good morning, Mr. Mole," said Mrs. Rabbit. "I guess you've heard how Giggles has changed. He doesn't laugh nearly so much any more."

"Yep," said Mr. Mole stroking his whiskers, "when folks feel they don't count for much, if their neighbors take a little time to help 'em, ask their advice, give 'em something to do, sometimes helps 'em to feel better." And with these words Mr. Mole disappeared down the hole.

Suggested Discussion Questions

1. Why was the little mouse called Giggles?
2. What were some of the things Giggles laughed at?
3. How did the other animals feel about Giggles' laughing so much?
4. What did Mr. Mole think might cause Giggles to laugh so much?
5. How did the other animals help Giggles?
6. How did Giggles help himself?
7. Why might some people laugh so loudly or so long?

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UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities	Objectives/Materials
(E) Make a robot and talk about its feelings, needs, and actions.	1,2,3,5,7
Grade levels 1,2,3 Using a robot to talk about feelings, needs, and actions not only stimulates imaginative thinking but also enables some children to feel less threatened because they are projecting their feelings onto an object. As they begin to feel more relaxed in these discussions, they may progress to talking about other human beings and eventually about themselves.	Colored construction paper, glue, scissors, plastic bottle, cardboard rolls, popsicle stick, cards, paper cup, paper plate
You and your class can create a robot, which can be referred to throughout the curriculum. First discuss with the class all possible needs of the robot. List these on the blackboard, and later put them on cards. In addition to using these "feeling cards," you might make some situation strips: My little brother broke my new truck... My best friend promised to walk to school with me but when I got to her house, I saw her crossing the street with someone else...My mother threw away my homework... The class could make up their own situations, true or probable, as to the feelings involved, the immediate reactions, alternative reactions, and possible effects of these reactions.	
A child could assume the identity of the robot, showing his card to his classmates. Allow him to role play the feeling or situation on the card, with the remainder of the class trying to identify the feelings. The feeling cards might also be placed inside a door of the robot. Some students might want to choose one of the feeling cards and describe how the robot might act if he felt that way.	

4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

Activities

You might discuss the following questions with the class:

1. How might the robot act if he feels (angry, lonely, happy, jealous, etc.)?
2. Can you think of other ways he might act?
3. Might you act differently from the robot if you were (angry, lonely, happy, jealous)?
4. Can you make up a story about when he might act these ways?

Suggestions for making the robot

1. Head - paper cup, small box, paper plate, or dixie cup
2. Body - plastic clorox bottle or liquid detergent bottle or Quaker Oats box
3. Legs and arms - cardboard cylinders in rolls of paper towels, toilet paper, or popsicle sticks.
4. Make mouths and eyes that express a variety of feelings so they can be changed as you talk about different feelings.
5. Cut a door in the belly of the robot so that you can refer to its "inner"feelings.

To promote the "inner" feeling concept, suggest to the children that at any time during the day when a positive or negative feeling occurs, he can anonymously write or draw his feelings on a piece of paper and put it into the robot. At the end of each day, take out these papers and discuss the inner feelings. Try to help explain why and when these feelings might have occured, and how the class might deal more effectively with them.

An alternative to the robot activity is the following pumpkin activity: Bring a pumpkin to the classroom for the children to examine. Discuss its size, shape, and weight, how it feels to the touch, and what it can be used for. From contact paper, cut features showing different expressions, such as laughing, crying, and surprise. Put these on the pumpkin. As you change the features, ask, "How does he feel?" "What happened to make him feel that way?"

UNIT 3 - ACTIONS (Behavior)
The learner will begin to understand behavior as shown by his ability to:
1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities | **Objectives/Materials**

(F) Role Playing. Grade levels 1,2,3
Role playing is a techinque that gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts that stimulate them to think and talk. During the situations, the pupils can make choices, both right and wrong, and discover their mistakes by themselves. They will learn that their choice of actions affects other people as well as themselves. The students should feel free to choose alternative actions and discover the effects of these actions within a nonjudgmental environment. There are several basic steps in preparing your class for role playing:

Props, simple costumes, (hats, signs defining their roles)

1. Present the situation to the class and explain what problem must be solved. In some cases, you may ask students to decide what roles are needed.
2. Select the participants. At first you might choose students who are least threatened by new experiences. You might wish to have students exchange roles during the action.
3. Provide the children with props that will help stimulate their imaginations, and give them a sense of confidence in creating their roles. As children get older, these props can be more and more simple or omitted altogether.
4. The stage is set for the situation by arranging the classroom furniture in an imaginary setting.
5. The role playing takes place.
6. A class discussion follows the role playing.

The audience has as significant a part as the players because of the importance of listening and observing in order to discuss the situation. When the role-playing situation is completed, the class can talk about the situation, and the players can share the feelings they had in their new roles. The class might decide that the problem could be solved another

4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

way as well, and the role playing could be repeated. This enables the pupils to see that there are several ways to act in each situation. The children should begin to decide which solutions are most appropriate or constructive in working out specific problems. This is done by considering the effects of certain behaviors on the people involved. Remember that there are usually several constructive ways to resolve a situation. Do not lead the children to believe there is a right answer or only one way of acting.

Situations:

(a) Mr. Bumpy is a very busy beaver. He is always chewing down trees and building dams. Mr. Bumpy's children want him to teach them how to swim so they can help build dams, but Mr. Bumpy never seems to have the time because he is so busy. His children think he does not love them, but it is only because he has so much work that he forgets to help them. What can Mr. Bumpy do to show his children he loves them and still have time for all his work?

Roles: Mr. Bumpy, two little beavers

(b) Mrs. Willoughy, a very motherly kangaroo, does not let her baby, Milly, play with the other little kangaroos. Milly has to stay in her mother's pouch and watch all the other kangaroos play. What can Milly do to convince her mother that she can play with her friends?

Roles: Mother Kangaroo, Milly, two little kangaroos

(c) Spunky the Spider is the loneliest insect you know. All the other insects run away from him whenever he asks them to play. The insects are afraid of Spunky because they think he will eat them. It makes Spunky so sad that he cannot even spin his web. How can Spunky let the other insects know that he wants to be their friend?

Roles: Spunky, a moth, a fly, a beetle

Possible questions for discussion:

1. How might each animal feel?
2. What might be the needs of each animal?
3. How did each animal solve his problem?
4. In what other ways might each animal act?
5. How might you feel if you were this animal?
6. In what other way might you act if you were this animal?

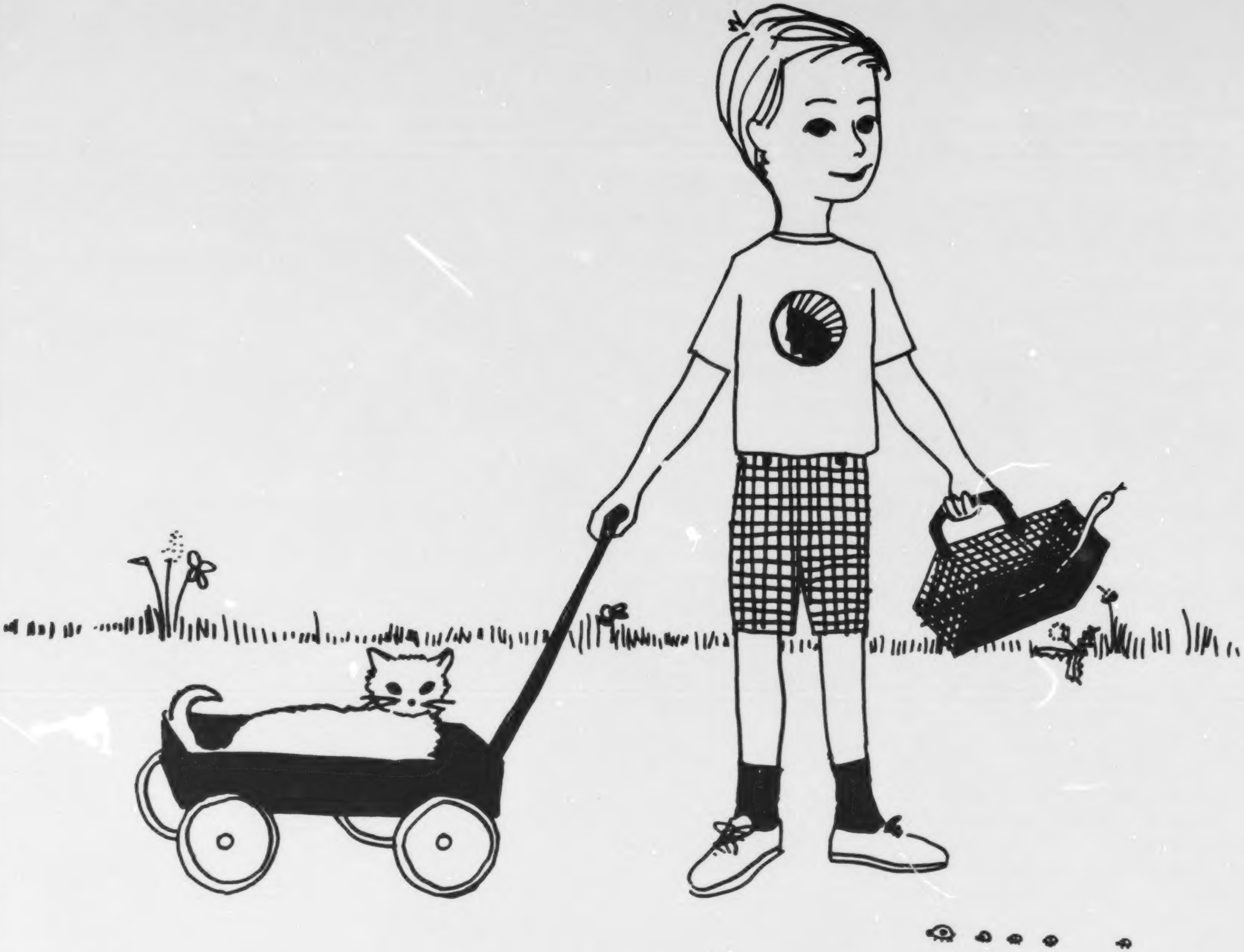
(G)Listen to and discuss "The Further Adventures of Tommy McTrott." 1,2,3,4,5,6

Grade levels 1,2,3

The poem tells about a boy with a vivid imagination. He tells an untrue story at news time. The teacher talks it over with him and they decide that the class could have an imagining time. This should take care of his need for recognition.

"The Further Adventures of Tommy McTrott"

There is a young fellow named Tommy McTrott.
He resembles you boys and girls quite a lot.
He likes dogs and cats and colorful toys



Further Adventures of Tommy McTrott -1

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Activities

And marbles and blocks and things that make noise,
And wagons and balls and crayons and paint
And even green snakes that make some ladies faint! Show picture 1

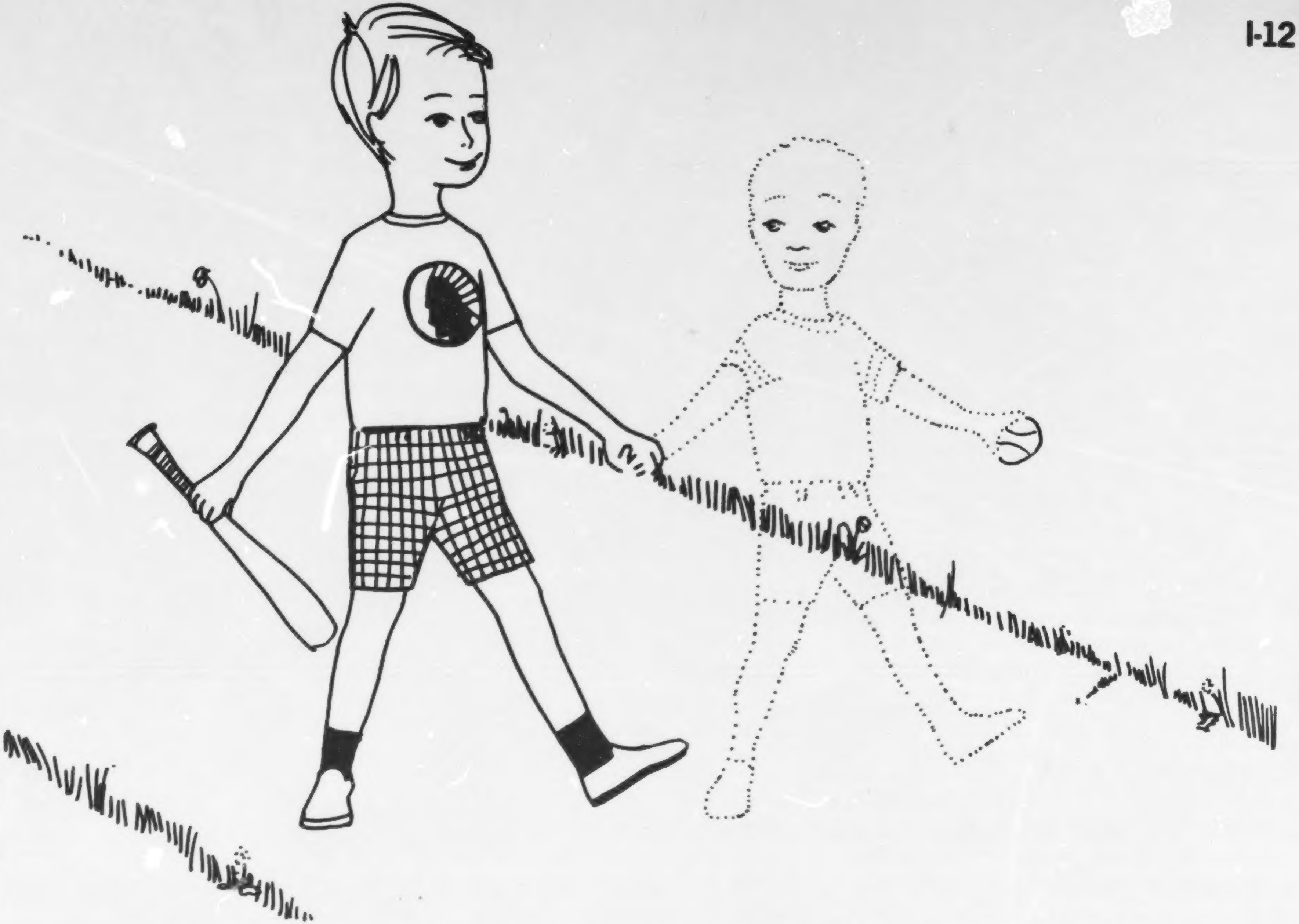
And he likes bugs and spiders and playing with dirt,
And he's never concerned if there's mud on his shirt.
Tom likes the outdoors but he also likes books
About cowboys and Indians, good men and crooks;
And there's one thing that Tom has without limitation
And that's an exceptional imagination.

Imagining's fun 'cause you know it's not true,
And it's fun when you have nothing else you should do.
It's like having a friend that no one else sees
That you can make up whenever you please.
It's fun to imagine; it's fun to pretend,
And say that you have an invisible friend. Show picture 2

Or maybe you like to imagine your cat
Is a lion or tiger or something like that.
If you say that the broomstick's a galloping horse,
You're using your imagination, of course.
And in telling a story it does help a lot
For it makes things exciting which really are not.

Well, children of five imagine a lot,
And this is the case with Tommy McTrott.

I-12



Further Adventures of Tommy McTrott -2

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Whenever he's bored and has nothing to do,
He makes up a story that isn't quite true
To tell to himself as he walks in the sun,
For amusing himself surely is fun.

Early one morning as Tom started out,
There was something that he had been thinking about.
In school they had news time each morning first thing,
And everyone liked to have something to bring-
Something he'd seen or something he'd found
To tell or to show when his turn came around.

And usually the rest of the girls and the boys
Would show their new clothes or bring their new toys,
Or tell about shopping with Dad or with Mom,
But those things all seemed pretty dull to young Tom.
And the sad thing about it, when Tommy's turn came,
Was that things he told seemed always the same.

On Monday when George came back from vacation,
At sharing time he made quite a sensation
By telling of things that his folks let him do-
For instance, his wonderful trip to the zoo.
And George told the class how he saw some bears fighting,
And all of the children exclaimed, "How exciting!"

It did sound like fun, but Tommy thought, "Well,
Of course George had something exciting to tell.

He went on a trip, and he saw a big zoo,
And if I could do that, why I'd have news, too.
But who wants to know if I've shopped with my Mom?
I've just got to think up some good news,"thought Tom.

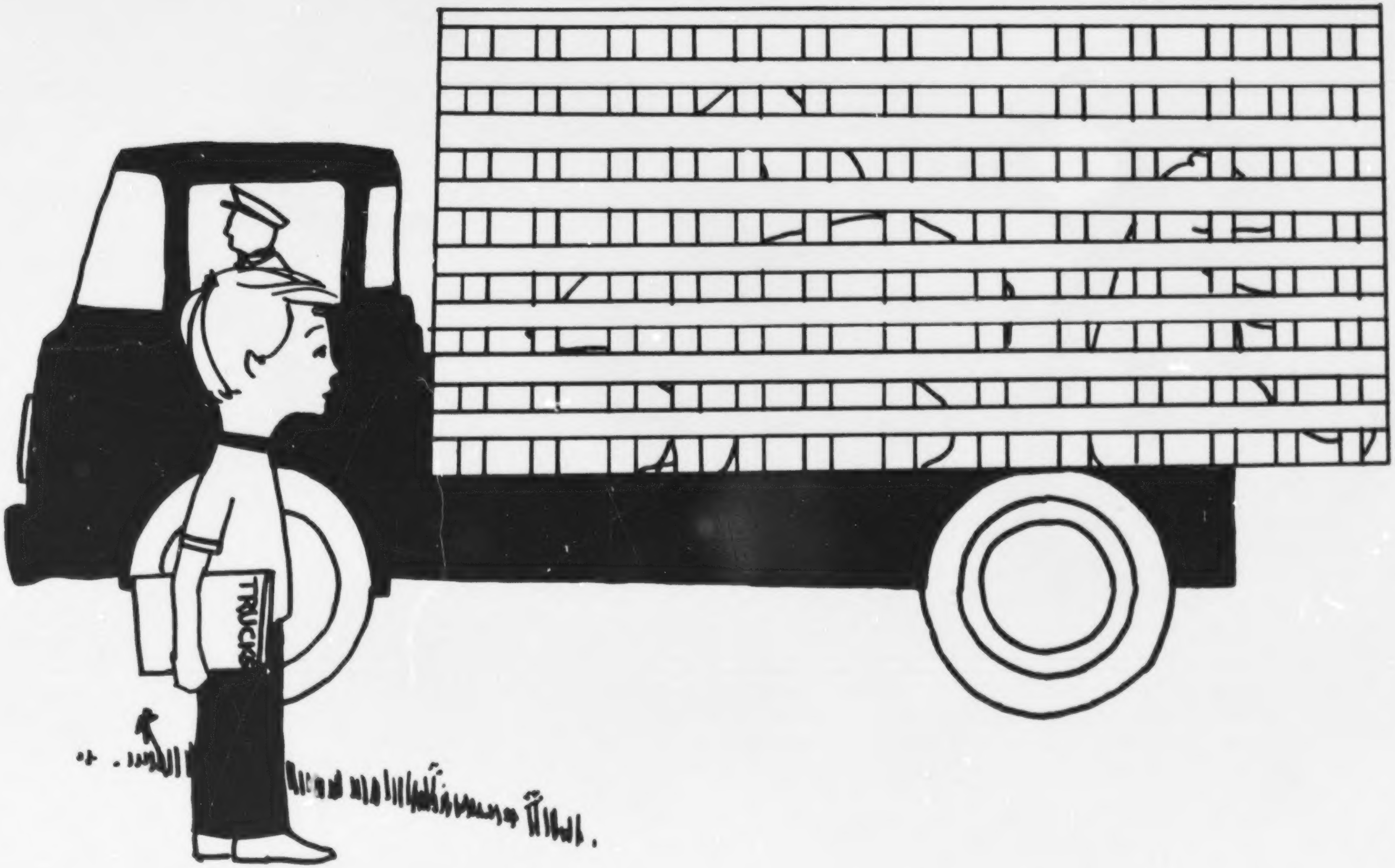
Well, Tom had been walking and watching his feet
When suddenly he heard a strange noise on the street.
So he looked up to see what had caused such a rattle.
But all that he saw was a truck full of cattle.
"A truck full of cattle," thought Tommy. "Who cares?
Just imagine that truck might have been full of bears!"

Show picture 3

When Tom got to school, it was practically nine,
And all of the children were getting in line.
The bell rang and everyone pushed through the door,
Hung up their coats and sat down on the floor.
The teacher took roll and found everyone there,
And then it was time for the children to share.

Jill had a new dress, and John showed his toy ship,
And George showed some pictures they took on their trip.
Then he passed them around to show to each one,
And the teacher said, "My-that trip must have been fun."
Then Tom raised his hand, "I was walking today,
And I saw a big cattle truck parked on the way."

I-13



Further Adventures of Tommy McTrott -3

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"Just an old cattle truck?" said George with a grin.
"My grandfather has one he lets me ride in."
"Well, that's not the main thing," said Tommy, "I mean
This truck wasn't like other trucks that I've seen.
This truck wasn't carrying cattle at all.
This truck had wild animals in every stall!"

"Wild animals!" said all the girls and the boys.
"Didn't they make a real terrible noise?"
"Oh, yes," said Tommy, "it sounded like thunder."
And then Tommy's teacher remarked, "I wonder-
Were they really wild animals? Ones that do harm?
Or were they the kind that are found on a farm?"

"Oh, they were quite wild,"said Tom. "I could see,
And most of them looked like-uh-bears to me."
"Bears!" said the children. "How very exciting!
Were they like George's? Were some of them fighting?"
"Oh, these were much bigger," said Tom, "and what's more-
While I was watching one broke through the door!"

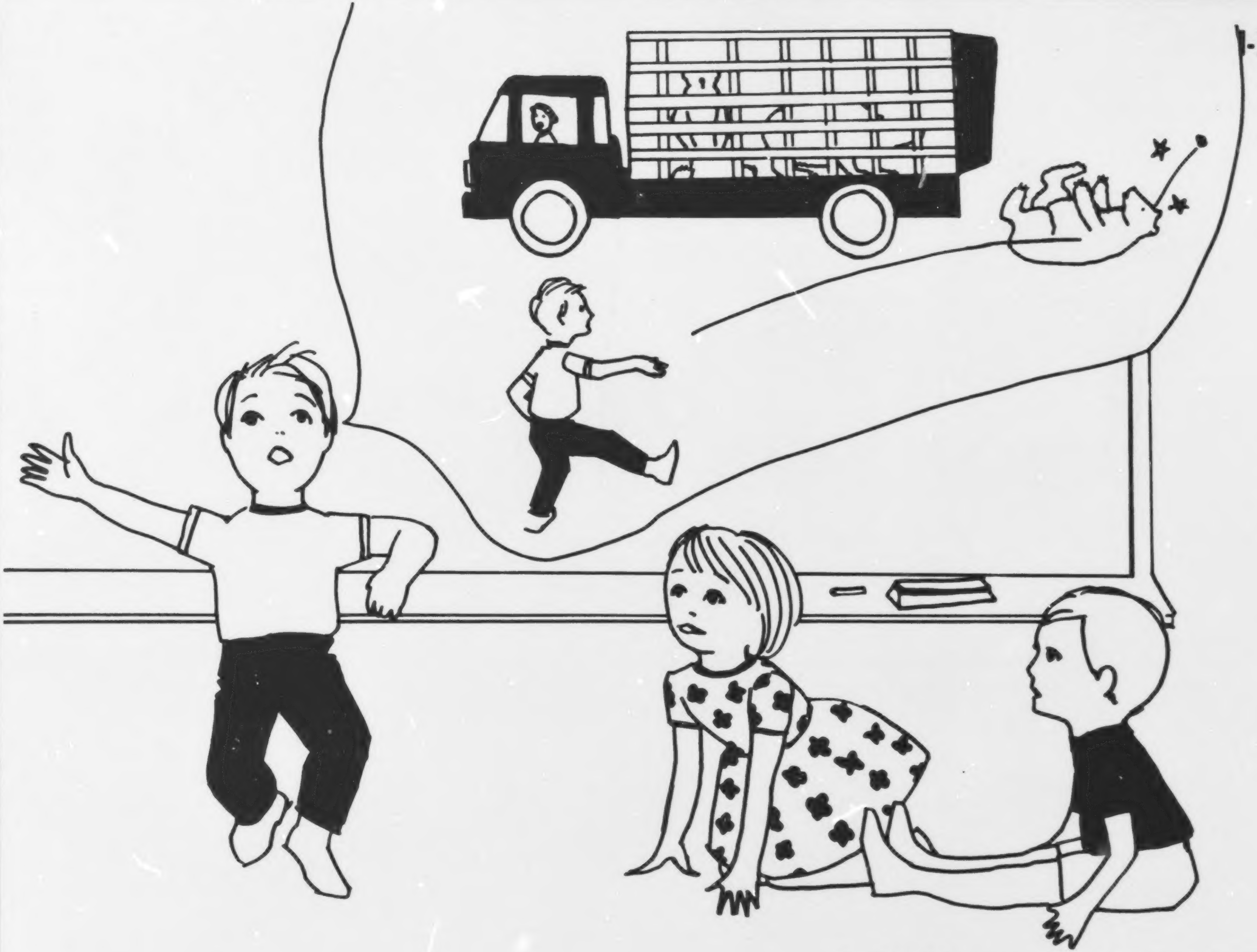
"Now, Tom" said his teacher as she bent near,
"You know we don't have any bears around here.
Are you sure this story you're telling is true?"
"Yes, these bears," said Tom, "were just passing through."
Then George said, "Now here's what I'm wondering about -
Where is this bear that you told us got out?"

"Oh, that one," said Tommy, scratching his head.
"Why that poor old bear is probably dead.
You see, when he started to come through the door,
I had to act fast or I was done for.
So I picked up a rock, and I aimed at his eyes,
And I knocked that bear down! It was quite a surprise!
Then the truck driver told me he never had seen
A boy quite so brave or a bear quite so mean." (Show picture 4)

"Gee, Tom," said the children. "Is that really true?
You tell things as well as our story books do."
"Indeed," said their teacher, "that was quite a story,
But telling time's over now. I'm very sorry,
But it's time for these papers; will you each take a sheet
And don't hand your work in until it's complete."

"Tom, could I see you a minute alone?"
His teacher said in a pleasant tone.
So Tom walked up by the teacher's chair,
And the teacher waited 'till no one was there.
"Now, Tom," she said, "Just between you and me (Show picture 5)
On your way to school, what did you see?

I-14



Further Adventures of Tommy McTrott -4

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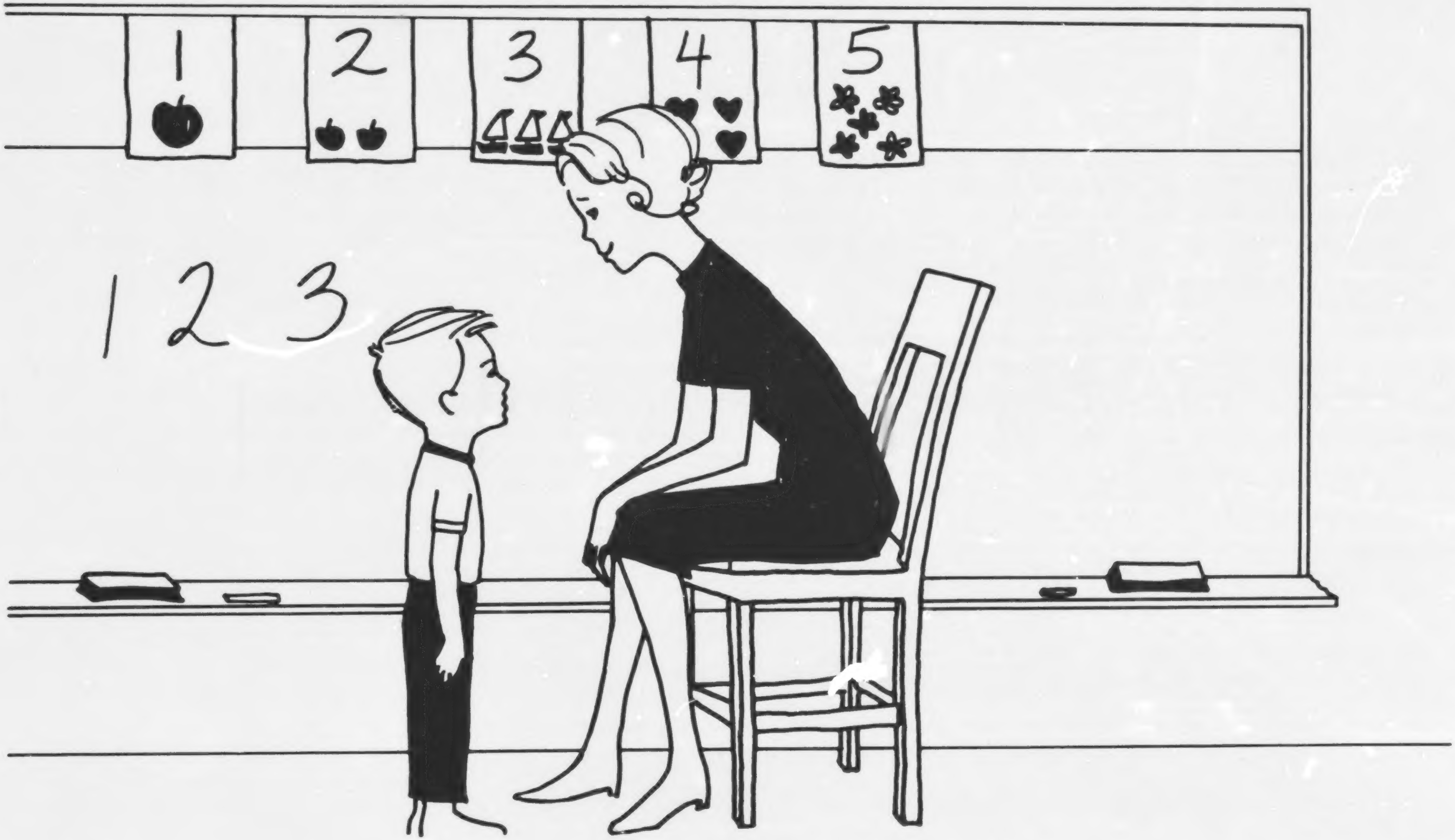

Further Adventures of Tommy McTrott -5

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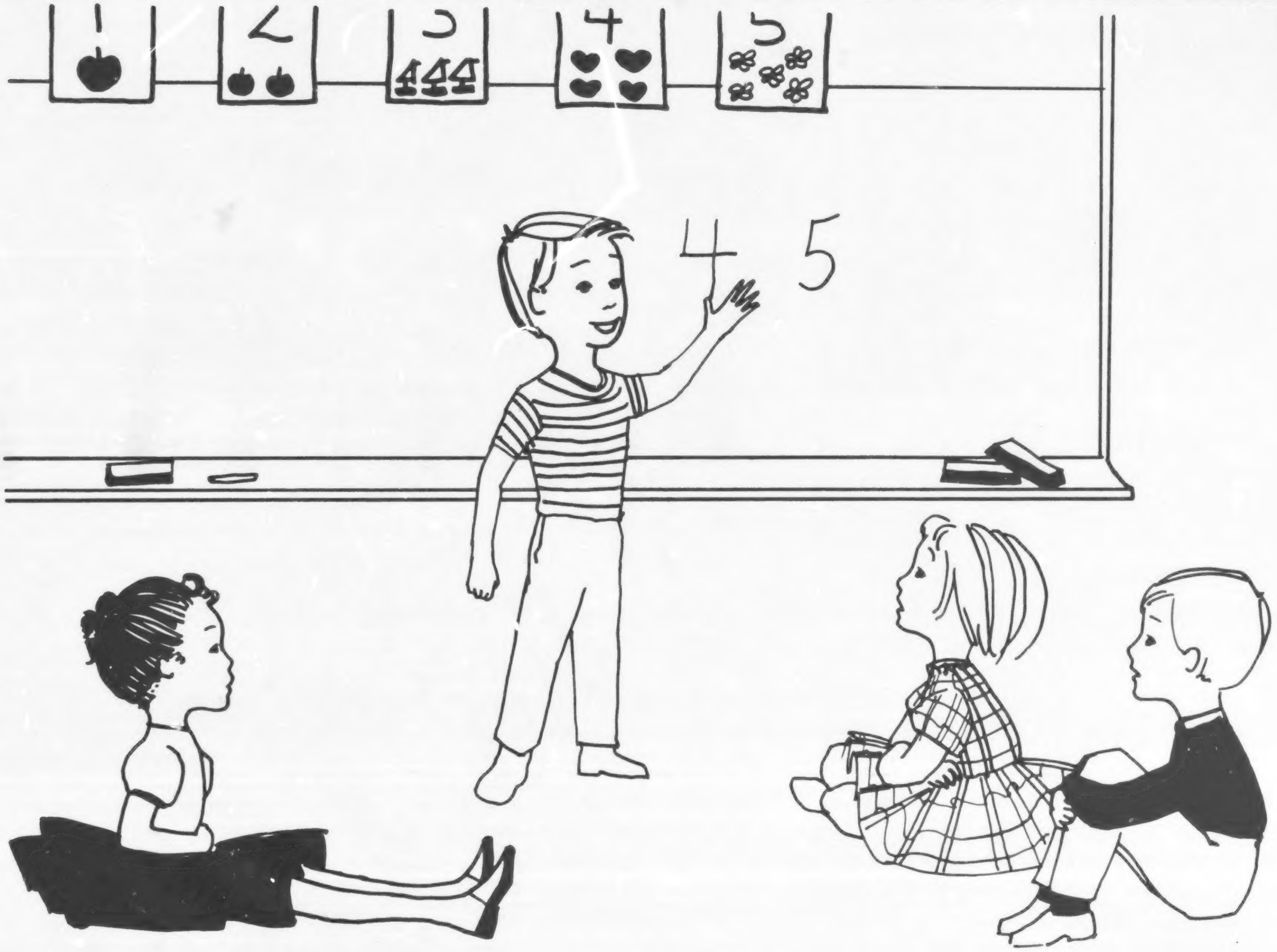
"Did you really see bears or perhaps in the end
Was most of your story just pretend?
It's hard to believe such a tale you know.
Maybe you just imagined it so.
Your imagination is very good.
But maybe you use it more than you should."

"I did see a truck," said Tom, "but you guessed
Just right when you thought I imagined the rest.
Well, I got tired of George and his news....
There are other people who go to zoos!
I didn't have anything else I could tell,
It seemed the bear story worked out so well."

"Well, now," said the teacher, "don't you remember
The trip that you took with your folks last September?
And when you came back you had all kinds of fun
Telling about all the things you had done.
We can't all have something exciting to say
When we have a telling time once each day.

"Now imagining's fine when someone pretends,
But do you think you should use it to fool your friends?
When you were telling your bear story, you
Let all the children think it was true.
They didn't know that your story today
Was made up for something exciting to say.

I-16



Further Adventures of Tommy McTrott -6

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"News time's for telling of things that we've done,
I think you can see why this can be fun.
Now why don't we have an imagining day
When children can make up the things that they say?"
"That really sound good," said Tom. "Now can we tell
The others so they will be ready as well?"

So Tom and his teacher explained in this way:
They would set aside time for imagining day,
And Tom told the truth about his bear story,
And he said, "If I fooled you, I really am sorry."
And the children agreed that when put to the test,
Tom's make-believe stories would beat all the rest.

(Show picture 6)

Suggested Discussion Questions:
1. Why do you think Tommy made up the story about bears?
2. When do you use your imagination? How did Tommy feel when George made fun of his telling about a truck full of cattle?
3. What did the children think about Tommy's story?
4. What did the teacher do when Tommy told her the truth about the bear story?
5. Do you think having imagining time was a good idea? Why?

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UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities	Objectives/Materials
(H) View Transparencies and put stories in sequence. Grade levels 1,2,3 Note: If transparencies are not available an appropriate comic strip with the dialogue eliminated could be used.	1,2,3,4,5,6 "Build a Story Unit" Transparencies

These transparencies are very colorful and exciting. The students are to put each of the four parts of the story in sequence. To help them do this, these questions can be used:

1. What is happening in the story?

2. What needs and feelings might have caused the action?

3. What was the effect of the action?

4. How might the characters feel in each of the pictures?

5. What else could have happened?

6. How might the person have felt then?

7. In what other ways could the needs be met and the feelings expressed?

Further application of the causal approach to this activity could be fun. There could always be unexpected elements that might make a person change his behavior. For example, if you use "Washing the Dog," you might ask: How might you act if the dog ran away before you got to wash him? What if he still had some fleas after you had bathed him? How might you act if he got you all wet and ran around the house all wet?

UNIT 3 - ACTIONS (Behavior)

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1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities Objective(s)/Materials

restless
excited
unloved
pleased

safe
don't belong
rejected
glad
cold

afraid
brave
lost
loved
hot

(J) Listen to the story and discuss "The New Mittens" Grade levels 2,3 — 2,3,4,5,6,7

This story is about Patty, who blames Charlotte when she can't find her mittens. The girls become angry and hold grudges for a day. This story offers possibilities for discussions about behavior, the causes of behavior, the way feelings affect behavior, and how the same feeling can bring about different behaviors.

Suggestions for Using the Story

Early in the year while the children are still adapting to school and group work, it seems best to intersperse short discussion questions in the body of the story rather than to have a long discussion at the end. However, it is important to keep these discussions brief so the children will not lose the thought of the story. Questions that might be used have been included.

Activities

This finger-play poem can be used to introduce the story.

The Mittens

I like the way my fingers feel
Inside my mittens.
Only-------------
I sometimes wonder
If my thumbs all by themselves-
Are lonely.

"THE NEW MITTENS "

"Miss Barry, Charlotte is wearing my new mittens!" said Patty. "I saw her when she left the school building and she was wearing them. Make her give them back to me."

School had just been dismissed, and most of the boys and girls were already on their way home.

"Is Charlotte still here, Patty?" asked Miss Barry.

Patty ran to the window to see.

"No, I don't see her. I guess she's gone home."

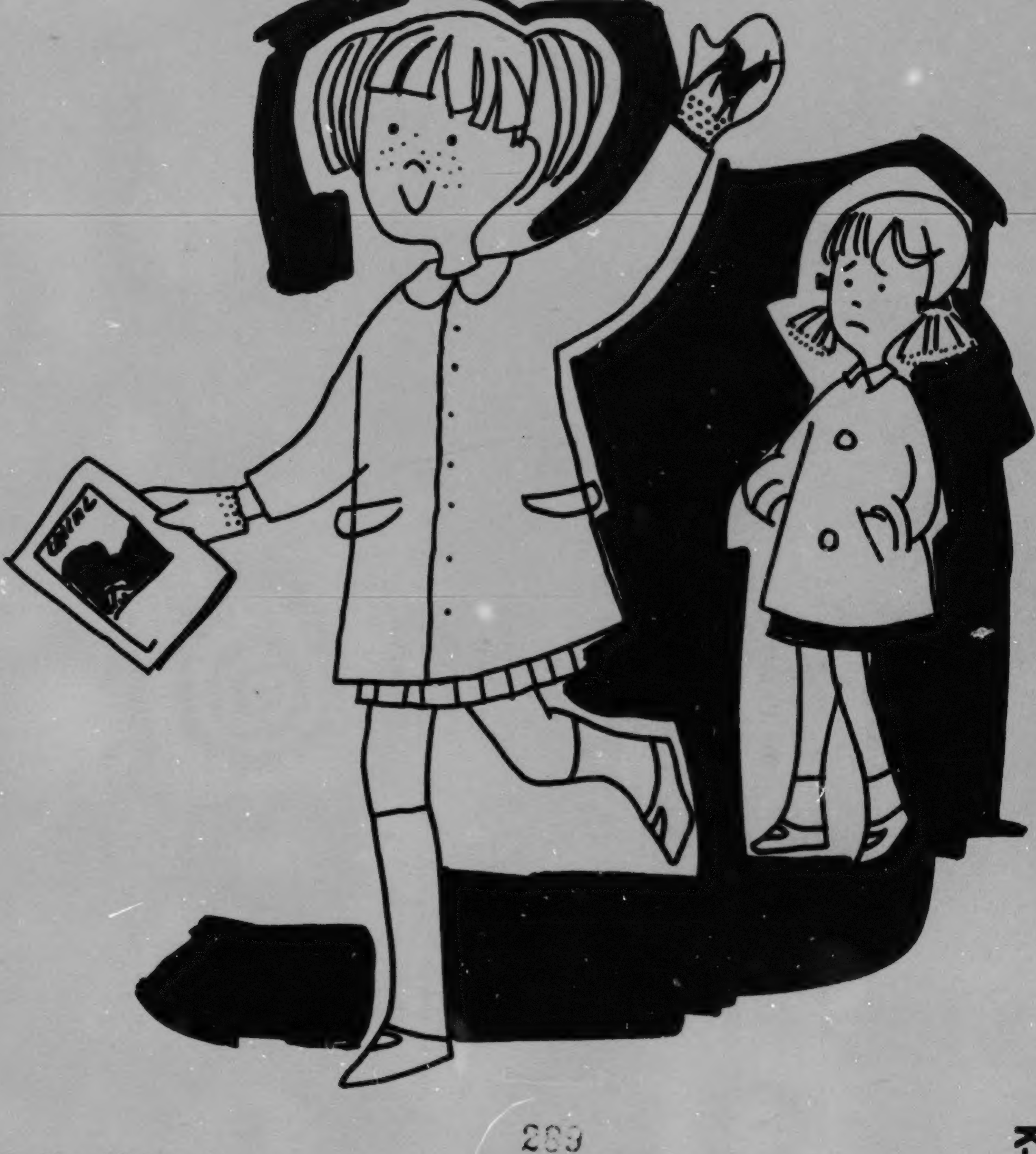
"Are you sure they were your mittens, Patty?"

"Yes, I know they were. I got them last night. My mother took me downtown and we bought them. They are blue and white and they have little reindeer on them."

"When Charlotte comes to school in the morning, I will ask about them," said Miss Barry.

"O.K.," said Patty. "I'll get them in the morning."

After Patty left, Miss Barry wondered about the mittens, but she was sure that Charlotte had mitttens of her own. Miss Barry could think of no reason why Charlotte would wear Patty's.



The New Mittens -1

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K-6

(Why do you think Patty thought Charlotte took her mittens?)

The next morning as Patty was coming to school, Charlotte called to her, "Hi, Patty! See my new color book."

Patty wouldn't answer Charlotte.

(Show Picture 1)

"What's the matter?" asked Charlotte as she ran toward Patty. "Don't you feel good?"

Still Patty wouldn't say a word. All she could think about were her new mittens. And there was Charlotte wearing the blue and white ones again, with reindeer on them, too!

"Well, O.K. for you," said Charlotte. "I won't talk to you then either."

Charlotte ran ahead to walk with other girls from her room.

"That old Patty," said Charlotte. "She won't even speak to me. She thinks she's so smart. I sure don't like her."

Charlotte went into the school building before the bell rang because she wanted to put her color book in her desk.

Miss Barry, seeing her, said, "My, what pretty mittens, Charlotte. Are they new?"

"Yes," she answered smiling. "My aunt sent them to me for my birthday."

Quickly, Charlotte went outside again to play tag before school time.

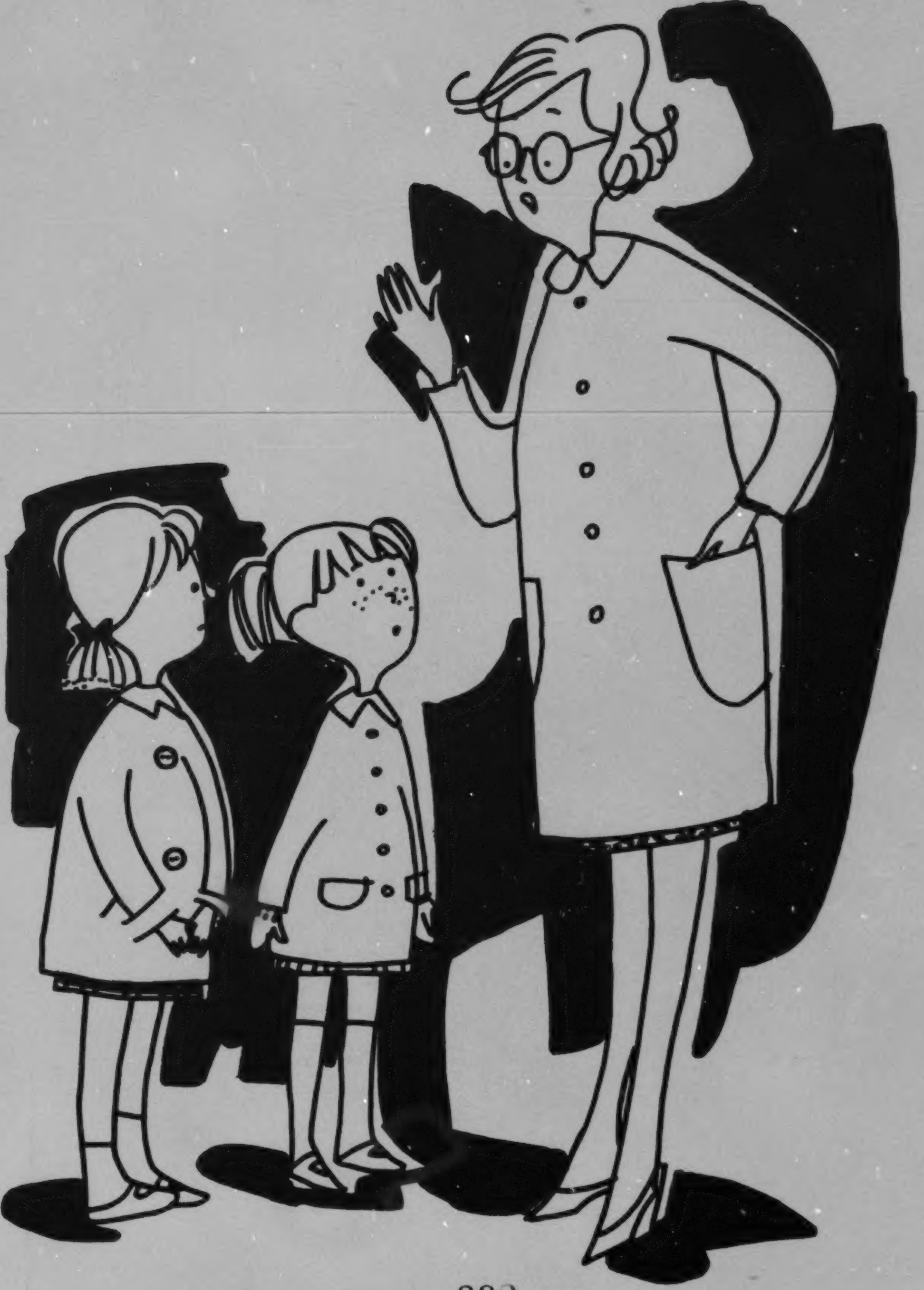
All that morning, Charlotte wouldn't look at Patty. And Patty wouldn't look at Charlotte. At recess time, they wouldn't play with each other either.

(How do you think Charlotte probably felt? How did Patty probably feel?)

Patty kept thinking, "I'm going to get even with that Charlotte. She can't keep my mittens!"

Charlotte kept thinking, "That old Patty! I'll never speak to her again!"

Miss Barry noticed that the two girls weren't having much fun and decided to talk with them. She walked over to Charlotte and then asked Patty to come over.



K-7

The New Mittens -2

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"You girls both have new mittens, haven't you?" asked their teacher. I think you probably have new mittens just alike. Charlotte is wearing hers. She got them for her birthday. Patty lost hers and I wonder what we can do to help her find them."

"I know these are mine," said Charlotte. "My mother put my initial on each of them."

(Show Picture 2)

Sure enough! Miss Barry and Patty looked at them, and there was a little "C" on each of them.

"Patty, maybe yours are at home. Why don't you ask your mother to help you look for them this noon?" asked Miss Barry.

"No," said Patty, almost in tears. "I know I had them here yesterday. Charlotte put her initials on my mittens."

Miss Barry decided to call Patty's mother. Maybe she could help.

Miss Barry found out that Patty did have a new pair of mittens. Her mother didn't know she had lost them, though.

"She didn't say anything about them," said Patty's mother. "I'll look for them before she comes home this noon."

She looked and looked for them. Finally, she went upstairs and looked in the dresser drawer in Patty's room --- and there were her mittens!

"I remember now," thought Patty's mother. "I put them in there while I was cleaning her room yesterday. I didn't notice that she didn't have them on when she went to school."

At noon, when Patty came home for lunch, her mother said, "I'm sorry, Patty, that I didn't tell you I had put your mittens away. Here they are."

How do you imagine Patty felt?

Patty was glad to see her mittens, but at the same time she thought, "Oh, dear I blamed Charlotte for taking my mittens. I thought she had stolen them."

All during the noon hour, she worried about what she would say to Charlotte.

"I wonder if she will talk to me," thought Patty.

On the way back to school she saw Charlotte across the street.

"I'm going to tell her right now that I found my mittens, and maybe I'll feel better," thought Patty as she ran over to her.

"Charlotte -- I - I'm sorry I thought you took my mittens. Mine were at home all the time, but I didn't know it!"

Miss Barry saw the girls coming back to school together. They were laughing and talking to each other.

Later that day when Miss Barry saw Patty and Charlotte, she said, "So the mittens have been found. I'm glad about that. It often helps when we can talk over with each other something that is bothering us. It often makes it easier if we can do it at the beginning."

Suggested Discussion Questions:

1. What did you think about the story?
2. Has anything like the events in the story ever happed to you? (Let the children relate personal experiences if they care to.)
3. How did it happen that Patty thought Charlotte had taken her mittens?
4. What did she do about it?
5. What did the teacher think when Patty told her about it?
6. How did Charlotte feel when Patty wouldn't talk to her?
7. How did Miss Barry help to find the mittens?
8. What might Patty have done in the beginning when she couldn't find her mittens?

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UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities	Objectives/Materials
(K) React to pictures and tell what they might do in different situations. Grade levels 1,2,3 You should have all kinds of pictures that show or elicit needs and feelings: for example, pictures of community helpers, scary things, and inanimate objects. On the chalkboard or on flashcards, list different locations (e.g., at home, in school, by myself, in the woods). Then place a picture beside one of the locations and ask the students what they might do if they saw what is pictured at this location. The students can begin to understand that they act differently in different situations. Without using pictures, you can ask the students how they might act in the different locations if they felt hurt, surprised, frightened, lost, hungry, or rested; if they won a baseball game, lost a baseball game, got lost in a big city, had a fight with a friend, helped a friend, or made a kite by themselves.	1,2,3,4,5
(L) View the filmstrip "Who Do You Thing You Are?" Grade levels 1,2,3,4 The filmstrip tells the story of Tony, who discovers through a discussion with his teacher and friends, that his facts, feelings, and actions are all factors that make him a unique individual. Tony begins to understand that he can assume responsibility for his actions and solve the immediate problem that is confronting him. Running from a dog that frightens him, Tony accidentally bumps into a man and spills his groceries. Instead of stopping, he runs to the playground, where he has a discussion with a teacher and friends. In the end he works out the problem with the man he bumped and discovers a friendly dog .	Sound filmstrip "Who Do You Think You Are?" In three parts, 10 minutes each.

UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities Objectives/Materials

You might stop the filmstrip each segment, before Tony works out the situation, to see how various students might work it out. Role playing might be very effective. Allow time for answering the questions that follow each segment of the filmstrip.

(M)Listen to and discuss "Crying Again." Grade levels 1,2,3 — 2,3,4,5,6

This is a story about Sally, who has difficulty in school because she has poor vision, but cannot explain her problem to anyone. This story can stimulate children to think about possible reasons why some persons behave in certain ways, the kinds of problems people have, and how someone might try to solve his problem. Some of the children might want to tell you about a problem they are having or how they might help someone else with a problem. They can see from this story that behavior has effects, and that if some problems are not taken care of, they can be harmful. Guide the children to understand that when something is wrong, we should tell our parents, our teacher, or an adult friend.

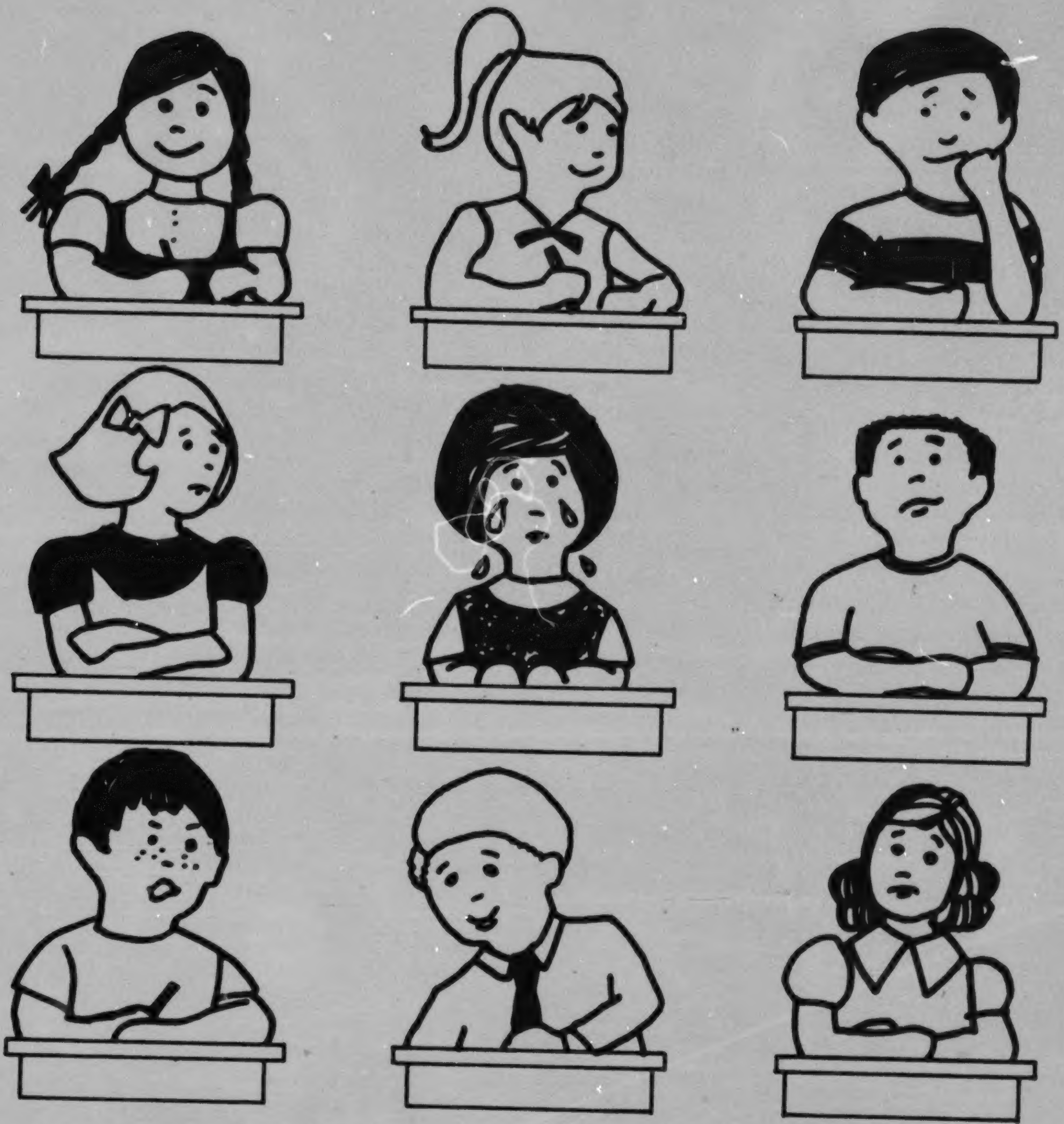
"CRYING AGAIN"

Sally was crying again.

Jerry whispered loudly to Tom, "There goes old water faucet." Sue and Alice looked up from their number work and giggled. The rest of the children turned to look at Sally.

Miss Allen noticed that the children were not working. "What's the matter, boys and girls?" she asked.

"It's just Sally," answered Tom, "She's crying again."



Crying Again -1

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K-8

"Well, you all go on with your number work. I'll help Sally."

Miss Allen took Sally out of the room. Sue and Alice started to whisper about Sally. Jerry took out a large white handkerchief and pretended to cry loudly. The boys and girls started to laugh, and several more of them took out their handkerchiefs. All over the room you could hear, "Boo-hoo-hoo," as the children pretended to cry.

(Show Picture 1)

When Miss Allen returned, the children quickly put their handkerchiefs away and began to work on their number problems. Miss Allen told them that Sally had gone home because she had a headache.

The next day Sally was back in school. Miss Allen asked her how she felt, and she said that she felt much better. It was during the writing class that Miss Allen noticed that Sally was crying again. The children in the class had written a story about their trip to the telephone company. Miss Allen had put the story about their trip on the board so that the children could copy it for their scrapbooks. Sally had written the date and the title of the story and then she started to cry. The rest of the children began to look at her. Some of them snickered.

"Gee whiz, won't she ever dry up?" Jerry whispered to Tom.

Miss Allen took Sally into the principal's office so she could lie down on the couch. Miss Allen went back into the room. Many of the children were laughing. Jerry was crying into his handkerchief again.

Miss Allen sat down at her desk and then said to the class, "I know Sally's crying must bother you, but I imagine she is not very happy either."

"But,gosh, Miss Allen, she cries all the time. Nobody does anything to her. She just cries for no reason at all, " said Jerry.

"Just because we don't know the reason doesn't mean there isn't a reason," said Miss

Allen. "If we knew more about Sally, we might be able to help her with her problems."

"But we can't find out anything about her," said Tom.

"No," answered Miss Allen, "that's my job, but when you understand that Sally's crying has some causes, perhaps you won't feel like making fun of her. Now you had better get back to your stories. There isn't much time left."

That afternoon after school was out, Miss Allen thought about Sally. It was true that Sally did cry a lot. She was not doing well in her school work either. Perhaps that was what was bothering her. But she had always done well before. Why was she having trouble now?

Miss Allen decided to talk to Mr. Hanson, the principal. Mr. Hanson lived in the same neighborhood as Sally and he knew her quite well.

"Why, I'm surprised that Sally cries so much at school," he said. "She always seems happy when she is playing around the neighborhood. She gets along very well with the other children. She has a lot of interesting things to do at home."

"Perhaps she's tired or not feeling well," said Miss Allen. "She had a headache yesterday."

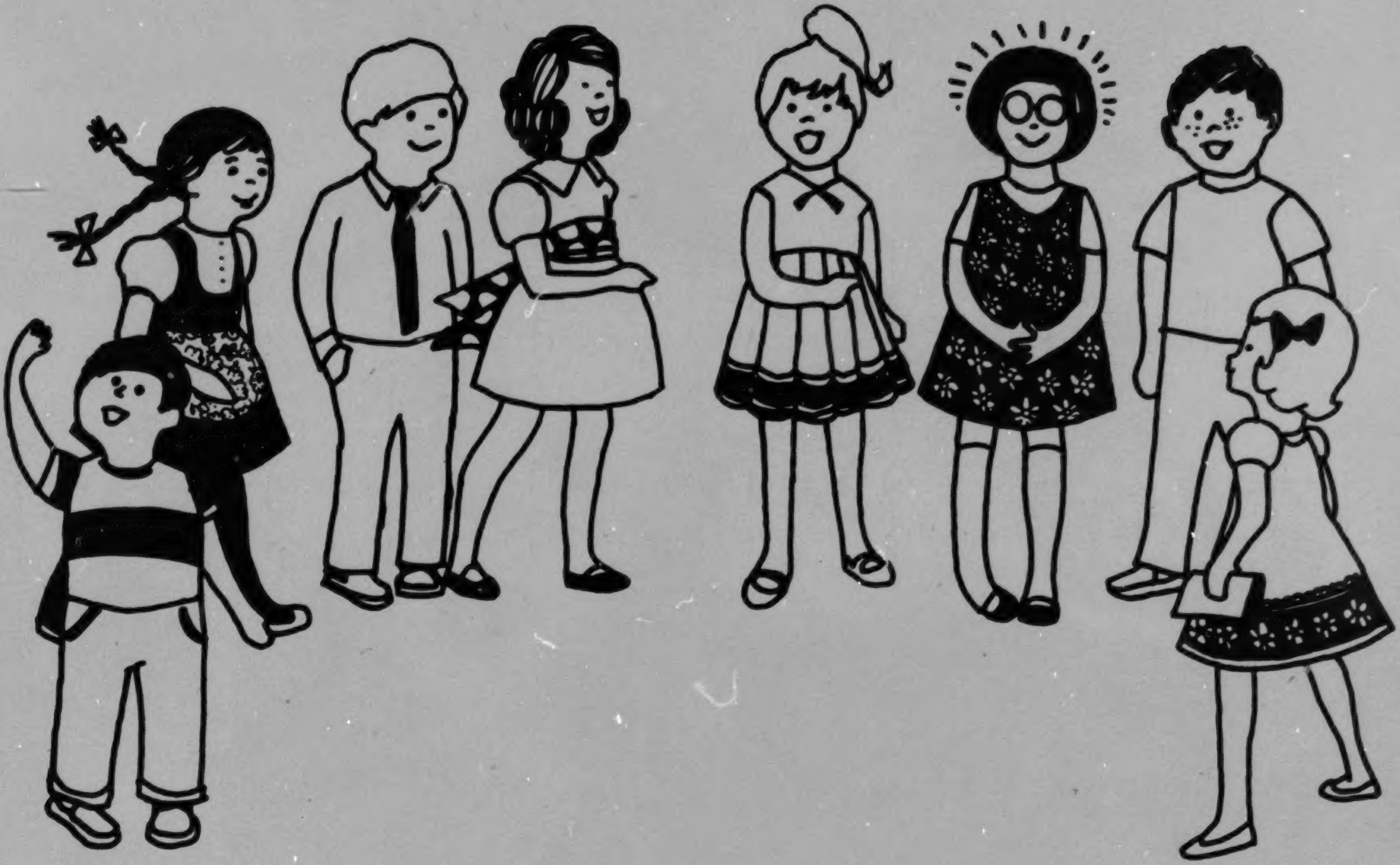
"I'll talk to her parents," said Mr. Hanson. "Perhaps they will be able to help us."

Sally's mother and father were surprised to hear that Sally was unhappy at school. She very seldom cried at home. Then Sally's mother remembered that Sally had been having headaches. "We'll have Doctor Bruner look at her," she said. "It may be that Sally isn't feeling well."

Saturday morning Sally and her mother went downtown to Dr. Bruner's office. Dr. Bruner put a thing that looked like a mirror on his head and looked into her throat. Then he looked in her ears. He thumped her chest and told her to cough. He listened to her heart with a thing he called a stethoscope. He let Sally listen to her own heart, too. Sally laughed when she heard it go "bub-dub, bub-dub."

But when Dr. Bruner asked Sally to read the letters on a chart that was hanging on the

K-9



Crying Again -2

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other side of the room, all the letters looked fuzzy to her and she couldn't read them. She started to cry.

"That's all right, Sally," said Dr. Bruner, " I know you can read. It's just that those letters are too far away. We'll have Dr. Clark, the eye doctor, look at you. When he gives you some glasses you'll be able to see those letters as well as anybody."

A week later Sally came to school with bright shiny glasses with pink rims. "I can see now," she told Miss Allen. "Before, I couldn't see the things you put on the chalkboard. Everything looks so bright now. It was all fuzzy before."

Jerry came over to inspect the new glasses. He put them up to his own eyes to look through them. "Wow," he shouted, "they really make things look bigger. You mean you can't read the blackboard without them?"

(Show Picture 2)

Sally shook her head.

"Well," said Jerry, "maybe you had something to cry about after all."

Suggested Discussion Questions:

1. How did the children feel about Sally's crying?
2. What was it that made Sally cry so much?
3. How did Miss Allen try to find out what was bothering Sally?
4. How did Sally's mother help her?
5. What might Sally have done to help herself?
6. How did Sally feel after she got her new glasses?
7. How did the other children feel when they found out what was bothering Sally?

UNIT 3 - ACTIONS (Behavior)
The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Note to the Teacher:

This story very well illustrates the causal approach to understanding the child. The teacher observes the child as she works with her in the classroom and on the playground. Gradually she notes that there are certain patterns of behavior that occur again and again (Sally cried whenever she was required to copy work from the blackboard). The list of patterns will differ from child to child. The important point is to obtain for each child a good sample of behavior that is rather typical of him. Then each such typical pattern is examined to determine the most probable hypothesis as to its causes.

There could be many possible reasons for Sally's crying. One by one Miss Allen examined the possible causes for the behavior. It might be that the school work was too difficult, (but Sally had always done good work before). It could be a neighborhood problem (but Mr. Hanson, the principal, who lived near Sally, did not believe this to be the case). It might be a home problem (but her mother and father said she seldom cried at home). It could be a health problem (but Doctor Bruner eliminated each health factor until an eye examination pointed to poor eyesight as the most probable cause). Then, when one or two hypotheses as to causes seem to be highly probable, the hunch can be tested by changing the experiences of the child or changing the situations in the direction indicated by the causal analysis (as in this story, providing Sally with glasses).

In this story, because the teacher found a pattern of behavior that appeared to be typical for Sally and because she applied a causal approach, Sally's problem was resolved. Although solutions to other children's problems may not be as easy as this, the story does illustrate the approach for both teacher and pupils to take in terms of understanding the behavior of both themselves and others. This would be an opportune time to choose

4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

Activities — **Objectives/Materials**

a child in your class who appears to be having difficulty in school, apply the causal approach, and see if a program can be initiated toward a solution to the problem.

From Education in Human Behavior, Handbook K for Kindergarten Teachers, The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113. Used with permission.

(N) Study an owl's behavior and look for causes. Grade levels 1,2,3 — 2,3,4,5,6

The students can look for probable causes of the behavior described below. They should think about the needs she has, her feelings and how these might be affecting her behavior. Either read this story or have them read it if they are capable.

"Ollie Owl" wanted everyone to notice her in school. She would often interrupt others and make them angry. When people were talking she would burst in with some story. Sometimes others had fun listening to her stories.

Before beginning a class discussion, allow the children time to write their reasons as to why they think Ollie acts this way. They might go on and decide whether or not they feel a change in Ollie would be helpful. If such a change would be beneficial, how would they go about making this change and if not, how might they get the class to accept her?

(O) Talk about action, using "Story Boards". — 1,2,3,4,5,6,7

Story boards have been used by educators with children in kindergarten, first, and second grades. "Story Boards" are abstract

"Story Boards" from Houghton Mifflin Co.

and geometric figures and shapes that represent real-life situations. These abstract figures are painted on a heavy duty 10x12 poster board. If the prepared set is not available, you could make your own. Directions:

Paint a bright yellow or orange background on the board. For people use geometric shapes and squares; for things, use rectangles. The abstract figures are a significant aid in motivation, because they do not limit the child's interpretation to any economic, social, or ethnic classification. The abstract figures and backgrounds are used so the children may interpret each story board in numerous ways. The children respond to color, size, and form and liken the figures to their own representations. The teacher's questions help each child to focus on a topic and to expand his interpretation. The children will show growth in their ability to develop ideas in basic understandings, i.e., that people see the same things differently and that many of their own needs, fears, and pleasures are common to all children.

Suggestions for poster board scenes:

Four people sitting around a bright red table set for dinner
A door in the background and three figures holding cases or suitcases, depending on your interpretation
Stairs and two legs walking down
A boy in bed covered by a blanket
A group of figures on one side of the street talking to one figure on the other side
A poster board divided in half by two different colors. On one half, a person is calling someone on the telephone. On the other half are four rectangle boxes. In one a figure is
A figure climbing a ladder
A store front

4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

Use the responses of the children to make up a story. Then choose a different interpretation, and make up a different story. Third graders might write a paragraph stressing one or more of the following ideas:

1. description of the situation
2. description of the mood or tone
3. sequence
4. cause and effect
5. predicting the conclusion

Remember that any oral or written response is acceptable. To help the students focus on the objectives of this unit, you can ask the following questions about the stories they create:

1. What do you see happening?
2. Why might the person be acting this way?
3. How might the person feel?
4. What might be the person's needs?
5. How else might the person (s) act? Why might he (they) act this way?
6. Can you decide what might be the best way to act and tell why you think it is the best way?
7. How might you act if you were this person? Why might you act this way? (In deciding what might be the most constructive way to act, we must consider the effects of a certain behavior on one's self and on other people.)

If the boards are not available, you could use flannel boards and colorful flannel figures and shapes, arranging them in various imaginative situations.

UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities	Objectives/Materials
(P)View and discuss sound filmstrips. These filmstrips focus on some actions (behavior). The materials have accompanying guides and further suggestions for teaching. WHAT NEXT? differentiates between what just happens, and things that happen as a result of plans. It shows that the child's arrival in school -- awake, dressed, and fed -- results from planning and encourages children to plan. (#6972) $12.75 net IS THERE ANOTHER WAY? encourages children to invent their own amusements through the imaginative and creative use of everyday materials as steps in learning to solve problems. (#6975) $12.75 net	1,2,3,4,5,6,7 "What Next?" "Is There Another Way?" "Nothing is Something To Do." Sound filmstrips Filmstrip projector Record player

UNIT 3 - ACTIONS (Behavior)
The learner will begin to understand behavior as shown by his ability to:
1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities

Enrichment Activity for More Mature Students (third graders).

(A) View and discuss 8 mm. loops about behavior.
The three loops are from a set of 10 short, animated fi[illegible] They will help children to think and to articulate their thoughts relative to 10 important everyday issues. Each film calls for individual interpretation of the situation presented. Each situation calls for consideration from different points of view.

A summary of each film loop and a master list of "sensitizing questions" are on each film carton. Use the questions that you feel are helpful in meeting the objectives. It is important that you discuss possible causes and consequences of the behavior as well as the needs and feelings of the individuals in the loops.

Summaries of the loops:

"Let's Talk about Responsibility"

A boy is invited to play ball and leaves his trash disposal job half done. His dog soon scatters everything. When his father finds the mess, his attitude toward both boy and dog is understandable. This is an easy situation to identify with, but it is difficult to determine what can be done to prevent its recurrence.

Objectives/Materials

1,2,3,4,5,6,[illegible]

Super 8 mm. film loop
"Let's Talk about Responsibility"

"Let's Talk about Learning the Hard Way"

"Let's Talk about Disrupting Things"

"Let's Talk about Procrastination:

From: Universal Education and Visual Arts
221 Park Avenue So.
New York, N.Y. 10003
$21 per loop

4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

"Let's Talk about Learning the Hard Way."

A girl invites a schoolmate home for a snack. Somehow she manages to break and spill things. Her guest becomes uneasy and finally leaves. Most of the girl;s accidents were avoidable. But how does one indicate to the girl that her actions had unhappy consequences, for which she is responsible?

"Let's Talk about Disrupting Things."

This boy enjoys making a nuisance of himself. He disrupts conversations, engages in practical jokes, and generally annoys his fellow students. What can be done about this situation?

"Let's Talk about Procrastination."

Called to wake up in time for school, a youngster obeys too slowly. The result is he is kept after school and left out of the Big Game. He persists in resisting and delaying, still refusing to do things when he should. The question: What will life be like for him in years to come?

Possible Questions:

1. What does the word responsible mean?
2. What two different definitions do you have for the word?
3. Has anyone ever called you responsible?

UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand behavior as shown by his ability to:

1. Explain what is meant by actions (behavior).
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities | **Objectives/Materials**

4. Does it mean that something is your fault, that you've done something right, or that you're going to do something right?
5. Who's really to blame. Is it the school? The system? The parents?

(B) View the film "A Rock in the Road."

1,2,3,4,5,6,7

This animated film shows a person skipping down the road, stumbling over a rock, and falling into a hole. He rises with a bump on his head. He has to decide what to do, so he looks for an idea. (a resource). He hears someone coming. He decides that the next passer-by should also fall into the hole and sets up the situation. The passer-by falls and reacts the same as the first. A third person falls. However, the third uses another resource. (He notices a pile of dirt and a shovel that none of the others had noticed.) He throws the rock into the hole and fills the hole with dirt.

"A Rock in the Road"
16 mm film, 6 min.
$100. From:
Film Associates of
California
11559 Santa Monica Blvd.
Los Angeles, California

1. Why do you think the two people wanted the next person to fall into the hole?
2. What else could they have done?
3. What resource did they use?
4. What other resources were available to them?
5. What might you have done?

4. Describe some possible ways in which a given situation can affect behavior.
5. Tell how the same behavior may be motivated by different needs.
6. Explain that behavior has effects.
7. Give an example of some effects of a given behavior.

Activities

Objectives/Materials

(C) React to recorded stories.

1,2,5,6,7

"Living with Others-
Citizenship"
Recording #1

"A Lost Friend Can Never Be Replaced"

Danny had an important decision to make. He had promised his best friend, Jim, that they would go fishing. Then Danny had a wonderful chance to go to the circus! What should he do?

BEFORE THE RECORDING
What are some of the qualities of a good friend?
What does loyalty mean?

AFTER THE RECORDING
1. Do you think Jim would understand if Danny called and canceled their fishing plans?
2. If this happened to you, how might you feel?
3. How might Jim feel?
4. What might cause Danny to go to the circus rather than to go fishing?
5. What else might Danny do?
6. What could be some effects on the people involved if Danny goes to the circus?
   If he goes fishing with Jim? Stays homes? etc.

"Responsibility at Home"

Every Saturday morning before Sam went out to play, he did his share of the work around the house. This was his responsibility.

UNIT 3 - ACTIONS (Behavior)

The learner will begin to understand as shown by his ability to:

1. Explain what is meant by actions (behavior) .
2. Explain that actions (behaviors) have causes.
3. Describe some possible ways in which feelings and needs can affect behavior.

Activities

One morning Sam put off his work in spite of his mother's urging. When Bill came to tell Sam about the parade coming down Main Street, Sam had not yet done his work. His mother gave him the opportunity to decide whether he should finish his work or go to the parade.

BEFORE THE RECORDING

Discuss responsibility.

AFTER THE RECORDING

1. How might Sam feel when Billy comes to tell him about the parade?
2. What might be causing Sam's frustration?
3. How might this problem be worked out ?
4. What might be the effects of Sam's behavior on himself?
5. What might be the effects of Sam's behavior on others?

SUPPLEMENTARY BOOKS FOR STUDENT READING - Primary Unit 3

Anderson, C. W. Blaze and the Forest Fire. New York: The Macmillan Co., 1938.
A courageous story of a boy and his horse, who come upon a small fire starting in the woods.

Beim,Jerrold. The Smallest Boy in the Class. New York: William Morrow and Co., 1949.
A boy compensates for his lack of size and inability to compete with others by telling tall tales, shouting, etc., until an incident proves he has the biggest heart in the class.

Binzen, Bill. Miquel's Mountain. Coward-McCann, Inc.
Miquel is a little boy who lives in a big city. He and his friends identify the huge dirt pile from an excavation in the park as a mountain. In their play, it becomes many things to them. When they are threatened with the loss of this "mountain," Miquel's letter to the mayor helps bring about a solution to their problem.

Davis, Christopher. Sad Adam-Glad Adam. New York: Macmillan Co., 1966.
Adam wants very much to read. However, after unsuccessfully trying to help a friend learn, he decides no one can help him learn either. He refuses to try to learn until one day his friend proves that he has learned from Adam. Adam then decides he, too, can learn and starts to try.

Flack, Marjorie and Weise. The Story about Ping. New York: The Viking Press, 1933.
A little duck nearly misses the boat because he refuses to submit.

Johnson, Hannah Lyons. Hello, Small Sparrow. New York: Lothrop, Lee and Shepard Co., 1971
This little book of poetry explores the child's inner feelings about the natural world. Sometimes the concepts are big and inspiring, such as the birth of spring and the dying of things in winter. Sometimes there are small introspections about such things as the impoliteness of the bee who buzzes in the flower's face without asking "please."

Hogan, Inez. The Littlest Bear. E. P. Dutton and Co., 1961.
A little bear follows his mother through exciting experiences, gradually learning to think for himself. Littlest Bear encounters many situations similar to those the very young meet. After considering the probable effects of each alternative, the Littlest Bear decides what to do.

SUPPLEMENTARY BOOKS FOR STUDENT READING - Primary Unit 3 (continued)

Lenski, Lois. We Live in the City. Philadelphia: J. B. Lippincott Company, 1954.
A city newsboy has many different kinds of friends; each has his own story. The reader meets Shirley Powell, who lives in a penthouse apartment, and Angelo, a shoeshine boy. Mike's conception of suburban living is reflected in his comment to Angelo, "Subway people live out where there's grass, trees, and wild animals. They don't have nice apartments like us. They've got to go out and sleep in the woods."

Schlein, Miriam. When Will the World Be Mine? New York: William R. Scott Inc., 1953.
A snowshoe rabbit learns about life and how he fits into it. He discovers that he turns white in the winter to protect him from his enemies.

Sendak, Maurice. Where the Wild Things Are. New York: Harper & Row, 1963.
A small child is sent to bed without supper for his naughtiness. He dreams or imagines he is disguised as a wolf and travels to "where the wild things are."

Wise, William. Cowboy Surprise. New York: Putnam, 1961.
Mike and Sally endured much teasing from the children because they must wear glasses. Things change for them when Wild Bill, a famous cowboy performer, comes to town and with a gallant, understanding gesture turns their glasses into a status symbol.

Wright, Dare. The Lonely Doll Learns a Lesson. New York: Random, 1961.
Through her doll and Mr. Bear and Little Bear, Edith learns that just because one has a new friend, one should not neglect old friends. She also realizes that playmates live together peacefully most of the time.

UNIT 4 - FRUSTRATION

Purpose of the Unit

To assist the students in understanding and dealing with unmet needs (frustrations).

Objectives for the Learner

The learner will show his understanding of frustration by his ability to:
1. Describe how a person feels when he is unable to meet a need (frustrated).
2. Explain what a person does when he is unable to meet a need (frustrated).
3. Demonstrate what he can do if he has conflicting needs.
4. Describe how a person might help another person grow.

To the Teacher

A satisfying experience is to have a need met. We might be satisfied and content when we are able to eat when hungry, sleep when tired, and succeed in something we strive for.

However, some needs may not be met immediately or may never be met. These unmet needs are called frustrations. Frustration is defined in these units as: (1) BEING STOPPED FROM REACHING A GOAL or (2) A FEELING OF BEING STOPPED FROM DOING OR GETTING SOMETHING YOU WANT.

Frustrations can be caused by many different things. They can be attributed to a person's characteristics. He may think he is too short, too tall, or too fat. Situations involving other people can lead to frustrating experiences. An individual may feel frustrated in a job and believe that the people he works with are the cause of the problem. Factors in the environment can be associated with a frustrating situation. A person might have made plans to engage in an outdoor activity, only to have the plans spoiled by a heavy rain.

It should be emphasized that frustrations are a part of every person's life. Maslow in his theory of human needs, certainly does not believe that one need must be satisfied 100 percent before the next need emerges. Actually, most normal members of society are partially satisfied and partially unsatisfied in all their basic needs at a given time.

The methods people use to handle their current need or frustrations are significant. Each frustration is a challenge. How people use their resources in meeting that challenge is very important. Some frustrations can be resolved, but there are some over which they have no control. People need somehow to adjust to and learn to live with the latter.

Frustrations are not limited to adults. *Very young children have them, too. They can be* caused by a multitude of forces, for example, peers, a teacher, a fear of failure, a problem at home. An experience that frustrates one child may cause no problem for another child. It is important to remember that tolerance for frustration is not the same for all people.

Once a youngster is frustrated, how does he react? There are probably just as many possible reactions as there are causes. Some children may cry, while others laugh. Some boys and girls may withdraw, while others may be able to deal with and resolve the situation.

Various frustrations need to be dealt with by you and your students in the day-to-day activities in the classroom. It is important to look at the variety of causes of frustrations as well as the range of possible ways to overcome them. For example, children may lie so they won't get caught or so they won't lose face with their peers. Through rationalization, the youngsters may feel that telling an untruth is the best of available alternatives for resolving the frustration.

In situations where there are alternative methods of resolving a frustration, it is important to consider their effects. Perhaps all of the alternatives are desirable, so a person must choose what appears to be the most desirable. In some cases, several choices may be desirable, and the others undesirable. Again the person will have to make wise choices. In still other situations, none of the alternatives may seem to be desirable; consequently other alternatives must be developed or an undersirable alternative used.

Help your students understand that usually there are several ways to meet the same frustration. Be sure to have them consider the effects of the possible ways. Suppose you are discussing a youngster's desire to buy something when he does not have enough money. At first, students may be reluctant to admit that one alternative is to steal. It may be helpful to propose that method of meeting the frustration. Then discuss what effects that particular alternative might have.

It is important to be as realistic as possible in examining effects and not to yield to the temptation of weighing the odds in favor of the more socially desirable response. Students often decide on a "best" alternative that is different from your choice. In this case, you may be able to simply say that you chose a different alternative. However, it is much more important at this point for the child to be able to make choices and discover for himself the effects of his choices. At this time of his life and in a sheltered setting such as the school, it is very beneficial for him to be encouraged to make decisions and be helped to learn from his mistakes as well as from his successes. This process does not develop if you or other adults impose decisions upon him.

A copy of an Individual Student Frustration Record appears on the following page. It can be used to keep a record of how each of your students deals with frustration and his toleration for it. Make copies of the sheet for each student and observe one student a day. An observation of the same student at a later date will enable you to see if any growth has taken place.

Individual Student Frustration Record

Teacher Name____________________

Student Name________________
Grade________
Date__________

Place a check mark ( ) on the scale where you feel this student's tolerance for frustration lies. A check mark at the extreme left end of the scale signifies a low tolerance for frustration, and a check mark at the extreme right end of the scale signifies a high tolerance for frustration. In determining where to place the check mark, consider the frustration tolerance of other students compared to this student in similar situations.

1 2 3 4 5 6
Frustration Tolerance Scale

What usually causes this student to become frustrated?

____Peers
____Work
____Problems at home
____Mistakes
____Teachers
____Sitting still
_____Losing in a game
_____Others (list them)
_____Illness
_____Physical Problems

What does he or she do when frustrated?

____Cry
____Laugh
____Withdraw
____Fight
____Swear
____Shout
_____Scapegoat
_____Others (list them)

What is my general response to his behavior when he is frustrated?

____Tolerate
____Ignore
____Others (list them)
____Punish
____Reward
_____Retaliate
_____Correct (Do I consider the causes of the frustration, or do I just reprimand?)

Why do I respond this way?

What better response might I give in the future?

What might my changed response do to his tolerance level?

Materials for Teaching this Unit

TEACHER RESPONSIBILITY

Activity A	Note: The teacher will need a ditto of the Individual Student Frustration Record for each child. The teacher or children bring in frustration games, puzzles, mazes
Activity C	Pictures indicating frustrations mounted on colored paper
Activity D	Role-playing props (costumes, hats, signs, etc.)
Activity I	Record for background music Appropriate art material

MULTIMEDIA

Activity F

"Story Boards"
From: Houghton Mifflin Co.
1900 S. Batavia Avenue
Geneva, Illinois 60134

Activity J

16 mm. film, 11 min., "What to Do about Upset Feelings:
Color $130. B/W $65. 1964 Primary.
From: Coronet Instruction
Coronet Building
Chicago, Illinois 60601

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Teacher Activity

It will help you to think of some of your own frustrations before you begin to teach the unit. Obviously, in the course of a day everyone has frustrations, and some of them seem more significant than others. Try this activity at the end of the day when the students have gone home and you have a chance to catch your breath.

On the chalkboard, write all your frustrations of the day, at home as well as at school. List any situations where you felt stopped from reaching a goal or were stopped from doing or getting something you wanted. After you have them listed, you could categorize them as to major and minor frustrations.

Now analyze your frustrations from the following standpoints:

1. How you felt when the frustrating situation took place

2. What you did (or might have been able to do) to satisfy the unmet need

3. The effects on you and others of the method you chose to deal with the frustration

4. Why you did or did not try to resolve the frustration at the time it occurred

5. Why you did or did not go directly to the source of the frustration

6. Your tolerance level in frustrating situations

Boys and girls also have daily frustrations. A situation that seems uninvolved and simple to adults may be quite frustrating to boys and girls. Some individuals seem to have a greater sensitivity to stimulation than others. This characteristic may have a physical or psychological basis. Growth, major changes in family or peer relationships, worry, etc., can significantly lower frustration tolerance. Each student has a different tolerance for frustration, and the same frustrating situation will have a different effect on each. As you teach the unit, think of your own frustrations and how you handle them. This should help you to understand and relate to the frustrations of your students.

UNIT 4 FRUSTRATION

The learner will show his understanding of frustration by his ability to:

1. Describe how a person feels when he is unable to meet a need (frustrated).

Activities	Objectives/Materials
(A) Play frustrating games. Grade levels 1,2,3	1,2
Some games and puzzles that students are familiar with can be used to help explain how people feel when a need is not met. Ask the class to bring in puzzles, games, and paper and pencil activities (mazes). For instance, there is a Tupperware ball with different cut out shapes which fit into the correct slots.	Frustrating games, puzzles, mazes
Try to have enough activities so small groups or individuals can all be involved. Give the students the opportunity to try more than one activity.	
One approach to this activity is to set an unrealistic time limit for solving a puzzle. This will tend to frustrate the students more than giving them unlimited time.	

2. Explain what a person does when he is unable to meet a need (frustrated).
3. Demonstrate what he can do if he has conflicting needs.
4. Describe how a person might help another person grow.

Activities

Allow enough time for all the students to do more than one activity. Then put the games aside. Ask the students how they felt when they were able and unable to solve the puzzle. They may say they were happy when they could solve it and angry or anxious when they couldn't. The students can also discuss what they did differently to solve the puzzle when their first attempts were unsuccessful.

This is an appropriate time to introduce the word "frustration" to them. Write the word on the chalkboard and tell them that frustration means (1) BEING STOPPED FROM REACHING A GOAL, or (2) A FEELING OF BEING STOPPED FROM DOING OR GETTING SOMETHING YOU WANT.

It might be helpful to illustrate the definition by telling them of a recent frustration you have had. Then they might be able to tell some of their recent frustrations. Another way to explain the term is to give an example of a typical frustration. You could suggest that a boy (or girl) might not be allowed to do something he wants to do either at school or at home. Maybe he wanted to play a particular game or see a special movie and was told he couldn't.

Leave the word "frustration" on the chalkboard throughout the unit. Help the students learn to use the word as " meaning an unmet need." A bulletin board called "Frustration Is" can include pictorial examples of the boys' and girls' frustrations.

UNIT 4 - FRUSTRATION
The learner will show his understanding of frustration by his ability to:
1. Describe how a person feels when he is unable to meet a need (frustrated).

Activities	Objectives/Materials
(B) Supply an ending for an unfinished story about needs that are not being met. Grade levels 2,3	1,2,3

The students are to supply their own endings to the story. They can imagine how the unmet needs might be handled. You may wish to review the kinds of needs people have referred to in Unit 2.

Introduce the story by saying it is about a boy who lives in Wyoming, a mountainous state in the West. He likes to go on hikes in the mountains with his father. One day they go on a hike and have some serious problems. As you listen to the story, think of the problems they have and imagine how the story might end.

"A Cold Adventure"

Billy and his family lived in Wyoming near the mountains. He enjoyed the summer very much because he and his father would sometimes spend all day Saturday hiking in the mountains. One time they even took some food and sleeping bags and stayed overnight.

Where Billy lived, it usually began to snow in September. By December there might be several feet of snow on the ground, especially up in the mountains.

One day just before Christmas Billy's father asked him if he wanted to go for a short hike in the mountains. Billy thought it was a great idea, since they had never hiked before in the winter.

So Billy and his father put on their warmest clothes and told the rest of the family they would be back in two hours. It was so very cold that they knew they wouldn't want to stay out any longer than that. Billy was especially excited about going because, for the first time, he could use the snow shoes he had gotten for his birthday.

2. Explain what a person does when he is unable to meet a need (frustrated).
3. Demonstrate what he can do if he has conflicting needs.
4. Describe how a person might help another person grow.

They started up the mountain and walked for twenty minutes. It was a steep climb, and walking in the deep snow really made them tired. Billy was glad he had the new snow shoes, since they helped keep him from sinking into the snow.

Billy's father said they should stop and rest for a few minutes. While they rested, Billy's father reached into his pocket and pulled out two chocolate bars. They were hungry by this time, and the candy was a real treat.

They started out again and, as they walked, Billy's father noticed that dark clouds were moving in from the North. Billy didn't seem to notice them. His father didn't say anything about them because he didn't want to frighten Billy.

After they had walked twenty more minutes, Billy said that he was ready to rest. As they looked around, they realized that it was getting colder and starting to snow. Billy's father decided they had better head back down the mountain. Billy got very upset, but he knew his father wouldn't change his mind.

The snow was coming down much harder, and the wind was so sharp that it seemed to cut Billy's face. They continued to move down the mountain, but by now the falling snow was so thick that they could hardly see. Billy's father then realized that they were lost.

It was now getting even colder, and the snow was coming down harder than ever. There didn't seem to be any place where they could get out of the wind. Billy told his father he was cold and hungry. He hoped that his father would have another chocolate bar, but unfortunately he didn't.

1. How do you think Billy and his father were feeling at this time?
2. How do you think you would feel if you were Billy?
3. At this point in the story, what do you think some unmet needs are? (What are their frustrations?)
4. In what ways might the needs of Billy and his father be met?
5. How do you think the story will end?

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UNIT 4 - FRUSTRATION

The learner will show his understanding of frustration by his ability to:

1. Describe how a person feels when he is unable to meet a need (frustrated).

Activities | Objectives/Materials

Note: It is quite possible that the students will supply only happy endings. If this occurs, either you or one of the students can supply an unhappy ending. When an unhappy ending has been supplied, ask the boys and girls what they might have done differently so they wouldn't have gotten lost in the snow and cold.

An alternative activity for older children is to help them create their own stories about frustrating situations after you supply the starter sentences: Suggestions are:

1. John's mother told him to be home right after school because they are going away. During school John makes arrangements to walk home with his friend Carl, who lives in the opposite direction. Now John is thirty minutes later than usual in getting home.
2. Deborah knew that if her mother found out, she wouldn't be able to go away with her friend's family.

(C) React to pictures of frustration. Grade levels 1,2
Find pictures or have the students look for some that depict frustration. Ask the students questions about the pictures. This will help them understand what frustration is, how the people may feel in the situation pictured, and how they might act when they feel frustrated.

1,2

Pictures from magazines mounted on construction paper

It might be helpful to mount two pictures of different frustrations on the same page. Then the two could be compared and contrasted.

2. Explain what a person does when he is unable to meet a need (frustrated).
3. Demonstrate what he can do if he has conflicting needs.
4. Describe how a person might help another person grow.

Activities

1. What could be frustrating this person?
2. How do you think he feels?
3. How might he behave now?
4. How might you feel if you were in a similar situation?

Another activity could include pictures of similar frustrating situations happening to a child and to an adult, for example, a child spilling milk and a man dropping a tray. How would the child react, and how would the adult react?

(D) Participate in Role Playing. Grade levels 1,2,3
Role playing is a technique that gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts which stimulate them to think and talk. During the situations, the pupils can make choices, both right and wrong, and discover their mistakes by themselves. They will learn that their choice of actions affects other people as well as themselves. The students should feel free to choose alternative actions and discover their effects within a nonjudgmental environment. There are several basic steps in preparing your class for role playing.

1. Present the situation to the class and explain what problems must be solved in the situation. In some cases, you may ask students to decide what roles are needed.
2. Select the participants. At first you might choose those students who are least threatened by new experiences. You might wish to have students exchange roles during the action.

Objectives/Materials

1,2,3,4
Props - simple costumes (hats, signs defining roles.)

3. Provide the children with props that will help stimulate their imaginations, and give them a sense of confidence in creating their roles. As children get older, these props can be more and more simple or omitted altogether.
4. The stage is set for the situation by arranging the classroom furniture in an imaginary setting.
5. The role playing takes place.
6. A class discussion follows the role playing.

The audience has as significant a part as the players because of the importance of listening and observing in order to discuss the situation. When the role playing situation is completed, the class can talk about the situation, and the players can share the feelings they had in their roles. The class may decide that the problem could be solved another way as well, and the role playing could be repeated. This enables the pupils to see that there are several ways to act in each situation. The children should begin to decide which solutions are most appropriate or constructive in working out specific problems. This is done by considering the effects of certain behaviors on the people involved. Remember that there are usually several constructive ways to resolve a situation. Do not lead the children to believe there is a right answer or only one way of acting.

Some role-playing situations are suggested. You and the class should feel free to develop others that seem more appropriate. Have the students role play the situation as it is presented as well as a solution to the problem.

1. Today John and his friends want to play after school. He is tired of sitting in school all day. He doesn't understand his math. His teacher, Mrs.Hill, says he must finish the math sheet before he can leave school. What do you think John might do?

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Roles: John, Mrs. Hill, some friends waiting outside.

Questions for discussion:
1. What needs did you seem to have, John?
2. What are some of your needs, Mrs. Hill?
3. What are some of your feelings, John?
4. Why did you solve the problem this way, John?
5. How else might John have solved the problem?
6. How was the teacher able to change her mind?

2. Spelling words are very hard for Mary. She works on them every day at home with her mother and at school. Last week she thought she had done better. Today when she had her spelling test returned, she had missed quite a few words again. What might Mary do now?

Roles: Mary, mother, teacher

Questions for discussion:
1. What did Mary want to happen?
2. Why did this not happen?
3. Which of Mary's needs were not being met?
4. How did you feel, Mary?
5. Who might be of help to her?
6. How might Mary help herself?
7. Why do you think Mary solved the problem as she did?

3. Valentine's Day was not far off. The class was busy making valentines. Carol said, "Making valentines is baby stuff!" Someone then called her a baby. Carol started to cry and ran out of the room. Then someone looked at her valentine. She had stopped right in the middle

of a sentence that said, "Happy Valentine's Day, Mother and ...." Ruth, her friend, said that Carol's parents were not living together any more. What might Carol's classmates do to help make her feel better?

Roles: Carol, Ruth, classmates

Questions for discussion:
1. What was Carol's frustration?
2. How did you feel, Carol?
3. Why were her needs unmet?
4. What did she do when her needs were unmet?
5. How might her friends help her?
6. What might Carol do to meet her needs?

4. Mark lives in an apartment building. In the backyard there are lots of cans and bottles. Mark and his mother clean up the yard so he can play there. But the people who live above them throw junk in it again. What might Mark and his mother do?

Roles: Mark, his mother, and the neighbor

Questions for discussion:
1. What are Mark's needs?
2. What are the neighbors' needs? Why might they throw things in the yard?
3. How do you think Mark and his mother feel when their yard is dirty so soon after they have cleaned it up?
4. How would you feel if this happened to you?
5. Why do you think Mark and his mother cleaned up the yard the first time?
6. What else could Mark and his mother have done?

To extend this activity, drawing situations for role play from the child's actual real-life experiences may be very helpful.

These role-playing situations are for first graders. The first question is for the entire class, and the others are for the youngster as he plays the role.

5. Jim wants to play with his trains, but he's told to go to bed.

Roles: Jim, mother, father

Questions for discussion:
1. How might Jim act?
2. What are some of your feelings, Jim?
3. What might you say to your parents, so they will allow you to stay up later?

6. Evelyn is hungry and wants to eat, but must often wait until dinnertime.

Roles: Evelyn, mother, father

Questions for discussion:
1. While Evelyn waits for dinner, is there something she can eat that will not spoil her appetite?
2. What might you do, Evelyn, to get the dinner on the table sooner?
3. How would you and your parents solve your problem?

7. George would rather watch his favorite television show, but his dad wants him to practice his spelling words with him.

UNIT 4 - FRUSTRATION

The learner will show his understanding of frustration by his ability to:

1. Describe how a person feels when he is unable to meet a need (frustrated).

Activities | Objectives/Materials

Roles: George, father

Questions for discussion:

1. What might George say to his father?
2. How might you act if your dad insists that you turn off the t.v.?
3. How do you act at home when your mom or dad ask you to do the same thing?

(E) Discuss situations where a need isn't met. Grade levels 1,2,3 — 1,2

In order to deal with how the students feel about their needs that go unmet (frustrations), they can be asked to respond to situations you present. The situations should be as realistic as possible. You may want to discuss the effects of the methods the students use to deal with the frustrations. Undoubtedly you can add many to the suggested list, and the boys and girls may be able to develop some of their own situations in which a need is unmet.

What do you think might be helpful to do in these situations:

1. You are thirsty and there is no water nearby.
2. You want to buy some candy, but you don't have any money.
3. You are tired in school, but you know you should not fall asleep.
4. You want to play with your friends, but your mother says its time to go to bed.
5. You want your parents' attention, but they are busy.
6. You want to be the fastest runner in your class, but you are never able to win a race.
7. You want to go on a picnic, but it is raining very hard.

2. Explain what a person does when he is unable to meet a need (frustrated).
3. Demonstrate what he can do if he has conflicting needs.
4. Describe how a person might help another person grow.

Activities

Objectives/Materials

8. You want to go to the store, but you're afraid you might get hurt.
9. You cut your finger, and no one is at home to help you.
10. You are cold, and you don't have a winter coat.
11. You are hungry, and there is no food at home.
12. You are frightened, and you are home alone.
13. You want to play with friends, but mother says you must take care of the baby.

At the end of the day, you could sit in a circle and discuss the day's activities.

What are some ways you could have taken care of your need?
1. When I would not let you sharpen your pencil?
2. When I would not let you go to the bathroom?

The discussion will be more realistic if you are willing to deal with frustrations the students may have felt because of your behavior.

(F) Use "Story Boards" to create a story about needs not met. Grade levels 1,2,3
Choose an appropriate story board to get the boys and girls involved in thinking of needs that are unmet. Review the idea of needs and say that you are interested in their using the story board to make up a story about someone's needs that has been neither met nor satisfied.

1,2,3

"Story Boards"

Flannel or felt boards.

UNIT 4 - FRUSTRATION

The learner will show his understanding of frustration by his ability to:
1. Describe how a person feels when he is unable to meet a need (frustrated).

Activities — **Objectives/Materials**

The "Teacher's Guide for Story Boards" suggests techniques to follow. In this activity, strive to get the boys and girls to identify with the story so they can consider the following:

1. How they feel when they need something and can't get it.
2. Describe in their own words how they feel when frustrated.
3. Methods they can use to handle their feelings when they have an unmet need (are frustrated).
4. The various effects of the methods they use.

If Story Boards are not available, flannel or felt boards can be used. Also you can use the chalkboard, attaching the appropriate paper characters with masking tape.

Some possible stories are:
1. Being on a sandlot baseball team and never getting a chance to play.
2. How would you feel if a paper due in school tomorrow was torn by your pet or colored on by a younger brother, sister or friend?

(G) Discuss adult frustrations. Grade level 3 — 1,2,3

Children can begin to understand and better cope with adult behavior if they are helped to develop some insight into the frustrations that adults experience. Some of the boys and girls may feel that unmet needs are only a problem for people their age. Yet children are very much affected by the tensions and the actions of the adults in their lives. Discussing some adult

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frustrations can give the youngsters some insight into the causes of adult behavior and can help them either change their own behavior or respond more appropriately to the adult's behavior.

To start the discussion, you might ask the students if they can imagine any frustrations you have. If they can't think of any, tell them about two or three of your recent frustrations. You may want to talk to them about how you felt about the situation and how you handled your unmet needs. Your comments about frustration can lead them to think of other adults they know and the frustrations they may have.

Care should be taken when students are talking about family frustrations. Frustrations occur within all families, and the purpose of this type of discussion is to help the child understand that everyone has problems and to help him learn to cope with the problem his family faces. It is certainly not necessary to have the student tell of any deep and involved family situations. If a child starts to discuss such a problem, indicate that you can talk with him alone and that he may feel better if he does not talk about it in the group.

Approaching the topic of frustrations of adults in general rather than as individuals can help keep the discussion from becoming too personal.

Two major points should be re-emphasized at this time: First, the account a child gives of an occurence at home represents his perception of that situation. It may or may not be factual.

Second, any communication about feelings that is discussed with you in private is to be treated with the strictest professional confidence. It is not to be discussed in the

Activities — Objectives/Materials

teachers' lounge or any other place without the child's permission.

In order to expand their understanding of the types of frustrations that adults face, the students can conduct a brief interview about frustration with an adult. They will need to be briefed thoroughly on what frustration means and how to explain to the adults the purpose of the interview. You should be selective in choosing the students and the adults being interviewed.

The students should be supplied with two or three questions to use in the interview, such as:

1. What kinds of things frustrate you?
2. What are some of the frustrations you have had this week?
3. Have you done anything about them? What?

(Students can share the results of their interviews with the class.) Reactions of the adults to the same frustrations can be pointed out.

(H) Discuss frustration in conflict situations. Grade levels 2,3 — 3

Often there are several alternative methods for resolving frustrating situations. For this reason, the person who needs to make a choice of the alternatives often has a conflict.

In some cases, all the alternatives may seem to be desirable solutions, and a choice needs to be made as to the most desirable. At other times, none of the alternatives seems desirable, but a choice still needs to be made. In yet other situations, one

2. Explain what a person does when he is unable to meet a need (frustrated).
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4. Describe how a person might help another person grow.

Activities

alternative seems desirable, while another seems undesirable. Again, a choice needs to be made.

Boys and girls face situations in which all three of these possibilities exist. Read each situation to the class and ask the following questions about each:

1. How do you think you would feel if you had to make this choice?
2. Why might you have made that choice?

Situation 1:

You have enough money saved to buy a toy that costs $5. However, you see a larger toy that you also want that costs $7. You can't have both toys, and you know it would take a long time to save two more dollars. What might you do?

Situation 2:

You want to go outside to play, but you know that there are many ways you could be helping your mother with her work. What might you do? Why might you make that choice?

Situation 3:

Your parents tell you that you must either pick up the toys in your room or clear the table after dinner and help with the dishes. What might you do? Why might you make that choice?

UNIT 4 - FRUSTRATION

The learner will show his understanding of frustration by his ability to:

1. Describe how a person feels when he is unable to meet a need (frustrated).

Activities

(I) Express feelings of frustration through art forms. Grade levels 1,2,3

Often the feeling of frustration can be expressed through art forms -- pencil or crayon drawings, paintings, modeling clay, or any other appropriate media. Drama, written forms of expression, pantomime with background music can be effective.

Tell the students that you want them to imagine that they are very frustrated. Perhaps you can supply a situation with which they can identify. When the mood has been established, ask them to express the feeling of frustration through the art forms you or they have chosen.

When they have finished their work, discuss what they have done. You might want to do this individually, in small groups, or with the entire class in a discussion circle. The students can explain why they expressed the feeling of frustration in a given manner.

You may want to use this technique to help a frustrated student express his feelings. It is a nonverbal activity that can provide relief for an upset boy or girl.

An art corner in which materials are readily available can be helpful to children if they feel free to go there when they are upset. After they have had a chance to express some of their feelings, they may be better able to discuss them and the sources of their frustrations.

Objectives/Materials

1

Appropriate art materials, background music

2. Explain what a person does when he is unable to meet a need (frustrated).
3. Demonstrate what he can do if he has conflicting needs.
4. Describe how a person might help another person grow.

Activities	Objectives/Materials
(J) View the film "What to Do about Upset Feelings." Grade levels 1,2,3 Understanding why you are upset, facing your responsiblities, talking to someone about your feelings, and taking some positive action are four ways to overcome upset feelings. By presenting three parallel situations in which learning from one situation is applied to the next, this film provides youngsters with some means of dealing constructively with their upset feelings.	1,2,3,4 Film, "What to Do about Upset Feelings"

Activities **Objectives/Materials**

Enrichment Activities for More Mature Students (3rd graders)

(A) **The class creates an atmosphere of frustration.** 1,2,3

You might help your students gain a better understanding of feelings and causes of frustration, if you create a frustrating environment in the class.

Explain to your students that each is to take out a piece of of paper. Do not answer any questions. Before all are ready, start dictating numerals which they are to write down. Start with short numbers and slowly dictate them. As you proceed through the numbers, dictate long numbers unreasonably fast. Ask the students how they feel. They will be undoubtedly frustrated.

Introduce the term frustration. Frustration is defined in these units as (1) BEING STOPPED FROM REACHING A GOAL or (2) A FEELING OF BEING PREVENTED FROM DOING OR GETTING SOMETHING YOU WANT.

Throughout life, we continually experience feelings of frustration. Therefore, it is helpful for children to learn to recognize their frustrations, react to them, and find constructive ways to satisfy the needs being stopped.

Ask the students to give situations in which they have felt frustrated. Each student should try to explain what might have caused him to feel frustrated. Let the students develop a definition for frustration based on their experiences.

Activities | **Objectives/Materials**

Possible Questions:

1. How did you feel when you were denied the chance to work toward your goal?
2. Why do you think you felt the way you did?
3. What needs did you have as your teacher read the numbers?
4. Did other members of the class make it difficult to overcome these needs?
5. How did you act when your needs were not met?
6. How might you feel if this happened every day of your life?
7. Can you now recognize the feelings of frustration?
8. How does frustration make you act?

(B) Create frustration collages and posters.

1. When you feel confident that the students clearly understand the concept of frustration have them make collages or posters that illustrate frustration or frustrating situations. If the concept is not understood beforehand, students might include extraneous and irrelevant materials that would distort the purpose of the activity.
2. Students can also create optical illusions or op art that might frustrate the viewer.
3. Some students can create a collage that tells a story about a frustrating situation and the effects of the frustration on the behavior of the person involved. Each student can present his project to the class and tell why he chose to illustrate frustration the way he did. Display everyone's work in the classroom or the hallways.

1,2,3

Construction paper, paint, brushes, crayons, colored tissue paper, scissors, glue, magazines

SUPPLEMENTARY BOOKS FOR STUDENT READING -UNIT 4

Carlson, Dale Bick. Perkins the Brain. Garden City, Long Island: Doubleday and Co., 1964. A series of funny mishaps results when Perkins moves to a new town and decided to establish an identity for himself as "The Brain."

Dean, Leigh. The Looking Down Game. New York: Funk and Wagnalls, 1968. Edgar was seven and had never lived long in one place. Forced to rely upon himself for entertainment after he has just moved into a new neighborhood, Edgar investigates the world around him. While collecting treasures, he bumps into a tree, sees smiling faces, and makes some friends.

Guilfoile, Elizabeth. Nobody Listens to Andrew. New York: Follett Publishing Co. Andrew really had a most exciting bit of information to relate, but everyone was too busy to listen. Andrew goes from person to person, but no one pays attention to him. He finally succeeds by shouting, "There is a bear upstairs under my bed!"

Leaf, Munro. The Story of Ferdinand. New York: The Viking Press, 1936. A young bull who had no desire to develop proficiency in the ring, sublimates by sitting quietly and smelling the flowers, thus earning a reputation different from the one he might have gained in the ring.

Locke, Edith Raymond. The Red Door. New York: Vanguard Press, 1965. Moving into an apartment was a disconcerting experience for Peter until he got a red door for his room.

McCloskey, Robert. Make Way for Ducklings. New York: Viking Press, 1941. A mother duck and a father duck find a home for their children and help them grow up. As they encounter many problems in their changing world, friendly people help in solving them.

Matsuno, Masako. A Pair of Red Clogs. Cleveland and New York: The World Publishing Co., 1960. When Mako cracked her new pair of clogs, she was afraid to tell her mother. However, her mother was sympathetic and said she would soon have a new pair.

SUPPLEMENTARY BOOKS FOR STUDENT READING - UNIT 4 (continued)

Meeks, Esther. Jeff and Mr. James' Pond. New York: Lothrop, Lee & Shepard Co., Inc. 1962
Mr. James' pond comes about because his cows need water to drink. Then algae forms. Jeff and Mr. James get water bugs to eat the algae. Then there are too many bugs. They get minnows to eat the bugs. They get bluegills to eat the minnows. Then, when there are too many bluegills, Jeff has his friends come and fish.

Rose, Elizabeth. Old Winkle and the Sea Gulls. New York: A. S. Barnes & Co., 1960.
Old Winkle was a fisherman, who fed the sea gulls. The other fishermen made fun of him until there were no more fish, then a gull told him to go to a certain place, where he found a great many. After that, the whole town fed the sea gulls.

Sauer, Julia L. Mike's House. New York: The Viking Press, 1954.
A four-year-old, who calls the public library "Mike's House" because there he finds his favorite book Mike Mulligan, gets lost in a storm.

Yashima, Mitsu. The Umbrella. New York: The Viking Press, 1958.
Momo receives rubbers and an umbrella for her birthday and impatiently waits for a rainy day to initiate them.

UNIT 5 ANGER

Purpose of the Unit

To help students realize that everyone has angry feelings, that anger is a natural and normal feeling, and that the expression of anger can be constructive or nonconstructive.

Objectives for the Learner

The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:

1. Explain what is meant by anger.
2. Discuss some of the causes of anger.
3. Describe some of the things that make him angry.
4. Explain what people might do when they are angry.
5. Describe how he might feel when other people are angry with him.
6. Describe some of the ways he might act when other people are angry with him.
7. Discuss some of the effects of different ways of expressing anger.

To the Teacher

This unit is designed to help your students learn to express anger in constructive ways rather than denying it, or bottling it up. Children should understand that to experience anger is normal and natural, but to express it in ways that are harmful to one's self or others is inappropriate. You may find that even young children feel guilty about being angry or deny the feeling of anger. They should be helped to accept and deal with anger even though the feeling may not seem logical to someone else. At the same time, we can help the child become aware that extensive use of anger consumes much energy.

The students can gain insight into their angry feelings by examining the causes of anger, among which are frustration, a blocked need, a feeling of unfairness or injustice, or a hurt ego. If a person could satisfy all his needs and have nothing imposed on him, he probably would never experience the feeling of anger. But such a situation is not realistic. Anger can be a symptom of a condition in which a person's needs are in conflict and, thus, a condition which requires some adjustment. Sometimes the individual has to adjust, but at other times the anger can be directed toward producing needed change, perhaps by removing the causes. It is unhealthy and unrealistic to deny feelings of anger.

Children must learn to deal with their angry feelings. If they learn to constructively express their anger as situations occur, they can avoid bottling up the anger that might reveal itself at inappropriate times. If a child witholds his anger, it may build up and become distorted. His feelings may explode in a situation that is not related to the original source of the anger. Hopefully even this situation can be salvaged if the teacher helps the child profit from the experience and get to the source of the problem. This can happen only after the heat of the emotion has cooled.

The students will discuss ways they can express their anger. The idea of expressing anger by nonharmful methods -- i.e., walking around the block, cleaning up their rooms -- not only relieves tension but may help others know of their feelings. This first-aid measure can lead to helping the students talk over their angry feelings when they develop, especially in the classroom, with consideration to removing the real difficulty. You need to create an accepting and trusting relationship with your class so that they can feel free to use this method. Students are sometimes reluctant to ask for help because they feel ashamed of being different. Some people lack a tolerance of differences. You should help your students feel that their uniqueness is appreciated.

Materials for Teaching This Unit

TEACHER RESPONSIBILITY

Activity A

Paper, Crayons, Scissors
Hand mirrors to supplement those the children bring

Activity G

Paper, crayons

Activity I

Optional: robot made in Unit III

MULTIMEDIA

Activity E

8 mm. loop, "Let's Talk about Flying off the Handle"
From:
Universal Education and Visual Arts
221 Park Avenue So.
New York, New York 10003 $23.

Activity F

"Primer in Human Behavior"
From:
ERC, Rockefeller Building
Cleveland, Ohio 44113 $.70

Activity H

Film, "Our Angry Feelings," 11 minutes, color
From:
Henk Newenhouse
1825 Willow Road
Northfield, Illinois 60093 $125.

Activity J

Filmstrip, "You Got Mad, Are You Glad?" Two parts, 14 minutes each
(from "First Things")
From:
Guidance Associates
Pleasantville, New York 10570 $18.

Teacher Activity

Anger is often caused when an individual's needs are blocked. You and your students may become angry in the classroom because some activity, tradition, technique, or individual blocks the satisfaction of your needs. Try to analyze some of the possible causes of anger in your students and yourself:

What might be blocking your needs and your students' needs for self-worth?

What might be blocking your needs and your students' needs for rest?

Are the students able to adjust if you change the daily routine?

What might be blocking your students' needs for security?

What might be blocking your need for security?

How do you express your anger in the classroom?
(Remember that bottling up is also a form of expression in that the tension is turned inward.)

What might block you from directly expressing your anger in front of the students?

Which of these blockings are necessary and which are not?

Think of a tradition which is presently in the process of a change that you think may be unwise. Why do you feel that way?

UNIT 5 - ANGER

The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:

1. Explain what is meant by anger.
2. Discuss some of the causes of anger.

Activities	Objective(s)/Materials
(A) Draw pictures of angry faces. Grade levels 1,2,3	1,4,5,6
You and the students can draw faces that show anger and share them with the class. The students can discuss situations that might provoke the feelings of anger that are pictured. Caution the students to leave enough space to draw a body for each face, an activity they will do later.	Paper, pencils, crayons, hand mirrors

Questions for discussion:

1. Do most angry faces look alike?
2. How do angry faces look?

Ask the students to draw bodies for the faces to make a complete person. These will show what persons with angry faces might be doing.

Questions:

1. How can we tell when a person might be angry?
2. Can we tell from a person's looks when someone is angry with him? How might he look?
3. Do people always show their anger in their face or actions?
4. How might they show anger if they do not show it in their faces or actions?

UNIT 5 - ANGER

The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:

1. Explain what is meant by anger.
2. Discuss some of the causes of anger.

Activities	Objective(s)/Materials
(B) Dramatize angry feelings. Grade levels 1,2	1,2,3,4

The students might act out their responses to these questions:

1. How might we sound when we are angry?
2. How might we look when we are angry?
3. How might we walk when we are angry?
4. How might we stand when we are angry?
5. How might we feel when we are angry?
6. What might we do when we are angry?

The children might also write their own role-playing situations dealing with anger.

(C) Listen to and discuss "The Broken Crayon." Grade levels 2,3

There are different points at which this story can be stopped for students to supply an ending.

" The Broken Crayon "

"Look, Miss Gray! Someone smashed his crayon on the floor - just after we got our room all cleaned up!" said Jim.

Since this was the day the mothers were coming to see the puppet show, all the children had helped to make the classroom nice and neat. Some of the children had dusted, some had straightened up the reading table, and some of the boys had even given up most of their noon hour to scrub the floor. All the children were careful to wipe their feet before coming into the room.

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Activities

The bell had just rung, and Jim was the last one to his seat. As he took his seat, he noticed the crayon on the floor, right where one could see it from the door. Not just a crayon that could be picked up either, but one that had been crushed and smeared in a big, ugly red blotch across the clean floor.

Jim looked at it, Miss Gray looked at it, and the rest of the children looked at it. They got out of their seats and stood around, all talking at once.

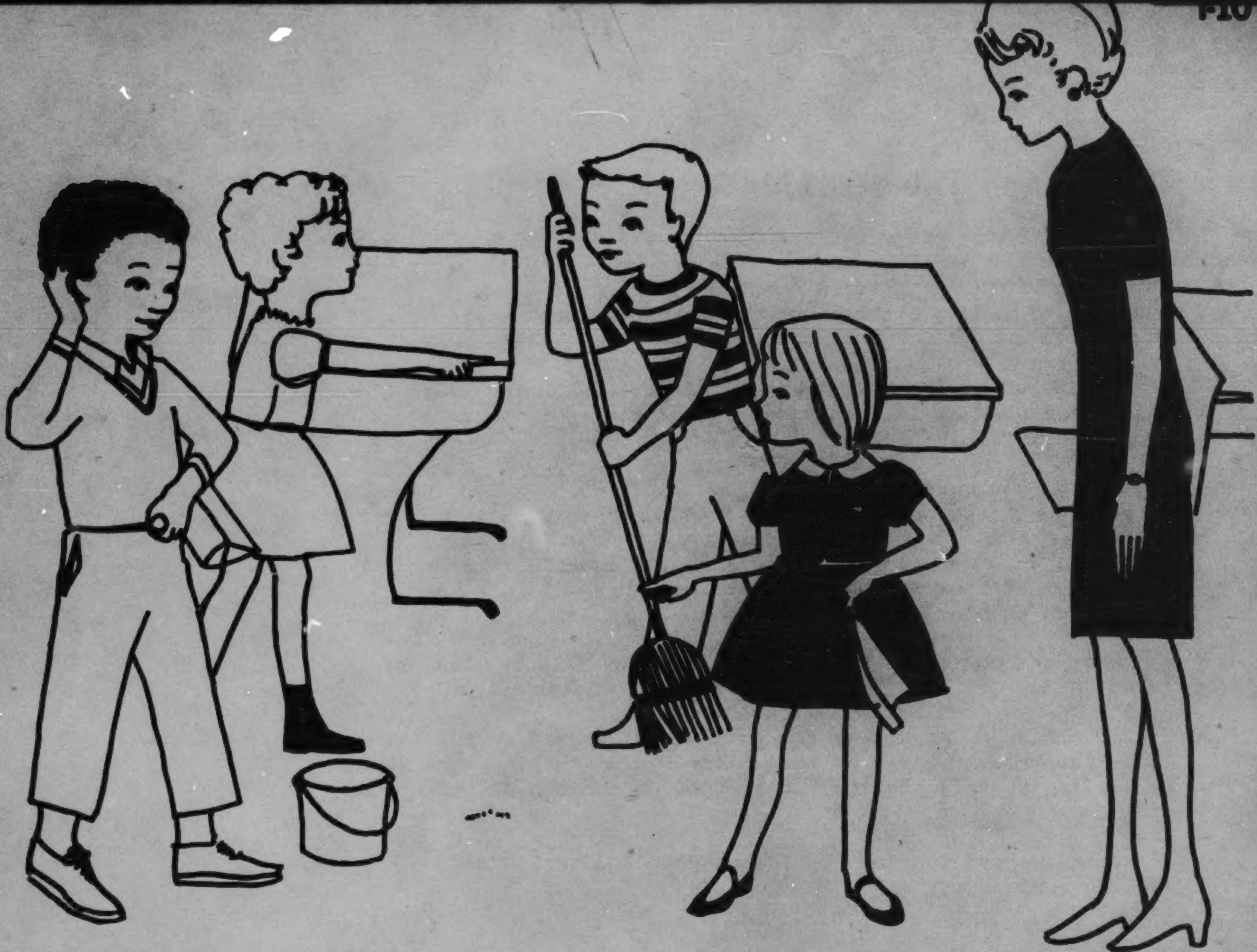
"Who do you suppose did it, Miss Gray? Whoever did shouldn't be allowed to see our show this afternoon," said Bill.

"Bet I know who did it," said Jerry. Several of the children throught they knew who had done it, but they were not sure. They began to blame each other.

"What are you going to do to the one who did it, Miss Gray?" asked Jean.

For a minute, Miss Gray thought someone should be punished, too. She thought, just as the children did, that someone should be willing to tell that he had stepped on the crayon-but no one did.

No one wanted to clean up the crayon, and surely no one was feeling very happy.



The Broken Crayon -1

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"They're not really angry with each other. They're only disappointed because this has spoiled their clean floor after all the hard work," thought Miss Gray.

When she thought about this, she did not want to scold anyone. She was sorry, too, and went to the closet to get the brush and dust pan.

"I'll clean it up, Miss Gray," offered Dick when he saw her with the brush.

"I'll help, too," said Bill.

(Show Picture 1)

In a minute the boys had fixed things up as good as new again, but this did not keep the children from being cross with each other.

"I have a pretty good idea who did it," Dick whispered to Bill. "And I'm going to find out for sure after school."

All this time, Miss Gray was thinking very hard about the crushed crayon. "How could it have happened without anyone knowing it? Why will no one say it is his crayon? What can be done to make the children friends again? Maybe some child is afraid and that is why he won't admit doing it, or perhaps it was just an accident. Maybe no one knows who did it," thought Miss Gray. She then remembered when one of her teachers, several years before, had kept the whole class after school until someone said he had broken a rule. Miss Gray had never been sure that the boy had not simply said it was his fault so they could all go home. Miss Gray did not think this was a good way to learn what had happened. She did not want these children to feel as she had felt at that time. It could have been carelessness, but the children were not apt to be careless when they had worked so hard to have things looking nice. After all, it was not so serious that a crayon had been crushed, but it was serious that the children were angry with one another and that they did not trust each other. She thought of several plans that might help the children be glad to work together again.

"Boys and girls, how would you like to draw a border for our room? We have a little time before the bell rings, and I'm sure your mothers would like it very much."

The children were delighted and soon were drawing, as busy as bees.

"Oh dear! I can't find my red crayon," said Nancy.

"Maybe it was yours that fell on the floor," answered Peter.

"But I haven't even had my box of crayons out of my desk until now," said Nancy quickly.

Suddenly Carol remembered that she had borrowed Nancy's crayon during the last art period. She had not returned it until this morning. She had put it on top of Nancy's desk before the bell rang -- and it was not there now!

Bill looked slyly at Carol and said, "It must have been Nancy's crayon, but she didn't know it.

"Wait a minute," said Miss Gray. "I believe I know who stepped on the crayon."

Everyone was looking at everyone else.

"No, don't look at your neighbor. Look at the soles of your own shoes."

Bill was sitting on his foot, and as he looked down he saw a streak of red on the bottom of his shoe.

"I didn't know I had stepped on it," said Bill excitedly. "Honest, I didn't, Miss Gray. I was in a hurry to get to my seat before the bell rang and didn't even notice it."

Miss Gray laughed.

"All right, Bill. At least that solves the mystery, doesn't it? And does anyone see any reason for being angry at anyone else?"

The children started laughing, and all agreed that no one should be punished.

"I think you had art class, Miss Gray, just to help us find out what really happened," said Lucy.

Questions for discussion:

1. What did the children think should be done when they first saw the smashed crayon?
2. Why was Miss Gray interested in finding out who did it?
3. How did Miss Gray find out what had happened?
4. What do you think about Miss Gray's way of finding out what had happened?
5. How did the boys and girls feel when they found out how the crayon had been smashed? How do you think they now felt about punishing the person?
6. What might have happened after school if Miss Gray hadn't solved the problem?

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UNIT 5 - ANGER

The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:

1. Explain what is meant by anger.
2. Discuss some of the causes of anger.

Activities — Objective(s)/Materials

Further Questions:

1. How did the children act when they were angry?
2. What might have caused some of the angry feelings?
3. How might some of the children have felt when the other children were angry with them?

From "Why People Act as They Do," Book I, The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113. Used with permission.
from the ERC.

(D) Dramatize how we act when someone is angry with us. Grade levels 1,2,3 — 1,3,4,5,6

Gather the students around you on the floor and discuss the way we feel when someone is angry with us. It might help to give the students a situation to which they can relate, i.e., while playing ball, they broke someone's window.

Ask some of the students to show how they might act if someone were angry with them. Suggest that some students cry, hide, shout, hit, run away, tell Mother. Ask the other students if they all would act in the same way. If they can think of another way they might act, ask them to demonstrate their ideas. How does someone make you feel when he is angry with you? When might this happen?

UNIT 5 - ANGER

The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:

1. Explain what is meant by anger.
2. Discuss some of the causes of anger.

Activities	Objective(s)/Materials
(E) View 8mm loop and discuss it. Grade levels 1,2,3	1,2,3,4,5,6,7
This loop concerns a boy who becomes angry the moment he is imposed upon. Asked to run an errand, he immediately throws a tantrum. He resists authority and is frequently in trouble with his parents and teachers. Questions for discussion: 1. How do we know that this boy is angry? 2. Have any of you felt this way? Did you know at the time that you were angry? 3. What might be causing this boy to act as he does? 4. What might he need? 5. How might he be feeling? 6. Are any other people in the film angry? 7. How might they feel when the boy is angry? 8. How might you feel if this boy were angry with you? 9. What are some effects of this boy's behavior?	"Let's Talk about Flying Off the Handle."
(F) Read "Primer in Human Behavior." Grade levels 1	1,2,3,4,5,6,7
Students may read the primer on their own, or you may read it to the class. After each situation, discuss the questions in the Primer. Other possible questions: 1. What are some of the needs of each child? 2. How do the angry child's actions affect the other people in the story? 3. What are some other ways the child could express his or her angry feelings? 4. Do you think you would be angry if you were in the story? How might you act?	"Primer in Human Behavior"

3. Describe some of the things that make him angry.
4. Explain what people might do when they are angry.
5. Describe how he might feel when other people are angry with him.
6. Describe some of the ways he might act when other people are angry with him.
7. Discuss some of the effects of different ways of expressing anger.

Activities **Objective(s)/Materials**

The students can present the stories in role-playing situations. The objective of the role playing is to show other ways the children in the stories can express their anger. The students' choices can include both constructive and nonconstructive methods. After each role playing discuss the situation and the effects of the children's behavior.

Questions for discussion:
1. What feelings did you have in your role? Did you feel angry?
2. Would everyone act the same way? How else might a person act?
3. Which way of expressing your anger might make you feel better? Why? Does this way harm others?

(G) Create a cartoon that illustrates the causes and effects of anger. Grade levels 1,2,3

1,2,3,4,7

Paper, crayons, pencils

In this activity the students draw a sequence of behaviors by creating a cartoon strip. The activity can be developed as you discuss each aspect of anger. Each student divides a sheet of paper into three frames, either by folding the paper into three sections or dividing the paper with lines.

Step 1. In frame two the students can draw a picture of an angry person(s).
Step 2. After the class is aware of some causes of anger, they can draw the situation in frame one that might have caused the person(s) in frame two to become angry.
Step 3. After the class has discussed some of the effects of

UNIT 5 - ANGER
The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:
1. Explain what is meant by anger.
2. Discuss some of the causes of anger.

Activities	Objective(s)/Materials
anger, they can draw in frame three some of the possible effects of the person's (frame two) anger. Discussion questions: 1. Is the angry person hurting anyone? If he is, how else might he act? 2. How might you feel if you were this angry person? 3. How might you act if you were this angry person? The cartoons may be displayed in the classroom. Some students may want to write captions for their cartoons and/or dramatize them, acting out the causes and effects of anger.	
(H) View the film "Our Angry Feelings." Grade levels 1,2,3 This film presents six situations that show how frustrations, a feeling of injustice, and hurt feelings can arouse angry feelings. The effects of the anger and some ways in which children can express their anger are discussed. The theme is that anger should not be suppressed but should be expressed in constructive words or actions. Discussion questions: 1. Have you ever been in situations like those in the film? Did you become angry? 2. What makes you angry? 3. Do you take your anger out on others? 4. How does being angry affect how you act?	1,2,3,4,7 Film: "Our Angry Feelings"

3. Describe some of the things that make him angry.
4. Explain what people might do when they are angry.
5. Describe how he might feel when other people are angry with him.
6. Describe some of the ways he might act when other people are angry with him.
7. Discuss some of the effects of different ways of expressing anger.

Activities | **Objective(s)/Materials**

5. How can you express your anger so that you help, not hurt yourself and/or others?
6. How can you express your anger or upset feelings in your classroom?
7. How do you feel if someone tells you you should not be angry -- but you are?

(I) **Discuss some of the ways anger is expressed and the effects of each method.** Grade levels 1,2,3
The students should think of many constructive and nonconstructive ways in which they can express their anger. You can help by giving them a situation in which they might become angry. Write their responses on the chalkboard and ask them to think about what might happen (the effects) if they acted that way. Each student can discuss which method of expressing anger is best for him. If he mentions a way that you believe is nonconstructive, avoid telling him at this point. Instead, ask him questions about why he believes his method works, what the effects tend to be, and what other choice he might have that would not hurt anyone. Some children may give answers in order to test the teacher.* Others may respond in a way that reflects what they have been taught at home and by their peers.

Questions for discussion:
1. Would it help you to pound your pillow if you were angry?
2. Would it help you to keep your anger inside and sit very quietly?

4,7

Optional: robot made in Unit III

UNIT 5 - ANGER

The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:

1. Explain what is meant by anger.
2. Discuss some of the causes of anger.

Activities **Objective(s)/Materials**

3. Would it help you to pout? cry? hide? shout? hit?
4. Would it help you to run away?
5. Would it help to tell your mother?
6. What would help you?

If your class made the robot suggested in Unit III, you can use it to stimulate thought and discussion. You might say that the robot is angry because it is raining and he cannot play with the children because he will rust. Ask the students to think of all the ways he can express his anger and how these ways will affect him or others, immediately and/or in the future. For example, if he pounds his chest, he might bend the metal out of shape. If he cries, his jaws will rust. If he takes his anger out on his friends, he will hurt their feelings. What might happen if he kicked a door? What might happen if he wore a raincoat? It is important that you question each student's response to bring out the effects of each way the robot expresses his anger.

(J) View the filmstrip "You Got Mad, Are You Glad?" Grade levels 1,2,3 1,2,3,4,5,6,7

The manual that accompanies the set of sound filmstrips contain excellent teaching suggestions. The story concerns five children and an adult at a playground. The children become involved in an argument over the ball and resort to calling names. Herb, the adult, takes pictures of the children as they are fighting and shows them how they look when they are angry. You might show the two filmstrips at different times in order to have time

3. Describe some of the things that make him angry.
4. Explain what people might do when they are angry.
5. Describe how he might feel when other people are angry with him.
6. Describe some of the ways he might act when other people are angry with him.
7. Discuss some of the effects of different ways of expressing anger.

Activities **Objective(s)/Materials**

to discuss the statements presented at the end of each segment.

Questions for discussion:

Part 1

1. What makes you angry?
2. What do you do about it?

Part 2

1. What can you do when you feel angry?
2. What can you do besides fight?

(K) Discuss what might cause anger in the classroom. Grade levels 1,2,3

1,2,3,4,5,6,7

In the teacher activity, you had the opportunity to discuss some of the possible causes of anger in your classroom. This activity can be done in two parts: Discuss the questions from the viewpoint of angry children and then from the viewpoint of an angry teacher. In this way, you will gain great insight into each other's feelings.

Questions for discussion:

1. What sometimes makes children angry in the classroom?
2. What can they do about these things?
3. What usually happens when they get angry?
4. What kind of help can children find when they feel angry?
5. How do they know when the teacher/student is angry?
6. How do they feel when the teacher/student is angry?
7. How do they act when the teacher/student is angry?

UNIT 5 - ANGER

The learner will begin to understand his anger and some constructive methods of handling anger by his ability to:

1. Explain what is meant by anger.
2. Discuss some of the causes of anger.

Activities	Objective(s)/Materials
(L) Verbalize anger. Grade levels 2,3	4,7

As the unit has shown, there are various ways to express anger. The most frequent expression of this aggressive behavior is through verbalization. You can write the following statements on the board, encouraging discussion as to which way you would rather have someone express his anger and why.

1. "Swearing, cursing, name calling" versus "That made me angry."
2. "You thief--I'm going to tell the teacher." versus "I don't like it when you take my things without asking."
3. "Liar." versus "You didn't tell me the truth."
4. "You're a lousy hitter. Get off the team." versus "I wish you would practice hitting."

Or you could assign one statement to each of two students to verbalize as if they were really talking to each other. The students may have others to suggest.

Activities	Objective(s)/Materials
(M) Telling versus tattling. Grade levels 1,2,3	4,6,7

Write "telling" and "tattling" on the board. In a discussion, bring out that reporting that helps someone is telling, whereas reporting that does not help, and may even harm, someone is tattling. After establishing this distinction, you could ask:

1. Have you ever heard anyone say, "I'm going to tell on you?" Have you ever said it? When? Has anyone ever said this to you? When? How did you feel?
2. Have you ever heard anyone called a tattletale? Have you ever called anyone a tattletale? How did you feel?

3. Describe some of the things that make him angry.
4. Explain what people might do when they are angry.
5. Describe how he might feel when other people are angry with him.
6. Describe some of the ways he might act when other people are angry with him.

Activities

3. Why might a person tell on others? (You can list the reasons on the chalkboard).
4. Is telling always tattling? Give examples. You might also make up a situation in which the class has to decide whether the informer is telling or tattling. For example, if someone is telling or tattling. For example, if someone told an adult that Joe was making snowballs and throwing them at smaller children, would the informant be telling or tattling? Have the class think of other examples.

SUPPLEMENTARY BOOKS FOR STUDENT READIDNG - PRIMARY UNIT 5

Duvoisin, Roger. Angelique. New York: McGraw-Hill Book Company, Inc. 1960.
A pet duck reigns supreme until a poodle who is a bully arrives. Angelique is unhappy until she learns to strike back.

Estes, Eleanor. A Little Oven. New York: Harcourt, Brace and World, Inc., 1955.
A little girl from France has trouble explaining to her mother that she wants a little loving and hugging such as her friend, Helen's mother gives her, and not a "little oven."

Lipkind, William and Nicolas Mordvinoff. Finders Keepers. New York: Harcourt, Brace and World, Inc., 1951.
Two little dogs fight over a bone until a bigger dog takes it away. Then the little dogs combine forces to solve their problem.

Sendak, Maurice. Where the Wild Things Are. New York: Harper and Row, 1963.
When Max "sassed" his mother and she sent him to bed with no supper, he had a wild dream.

Steptoe, John. Stevie. New York: Harper and Row, 1969.
Robert resents the intrusion of Stevie, who stays at Robert's home from Monday to Saturday each week. But after Stevie's mother moves and Robert no longer has to baby sit, he realizes all the advantages of having a "little brother."

Udry, Janice. Let's Be Enemies. Eau Claire, Wisconsin, Hale, 1967.
Good friends quarrel, but after anger comes reconciliation as they skate off together.

UNIT 6 - HARMFUL ACTIONS

Purpose of the Unit

To help students realize that harmful actions have causes and effects.

Objectives for the Learner

The learner will begin to understand aggression as indicated by his ability to:
1. Define harmful action
2. Name some harmful actions
3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met.

To the Teacher

Aggressive behavior is defined as behavior that can be harmful to people or objects. Young people fighting on a street corner or individuals doing damage to property are examples of aggressive behavior of this type.

Harmful action is defined as behavior that hurts people or damages property. The effects of an action determine whether or not it is harmful. Therefore in determining how they will act, children need to consider the effects of their behavior. Children should be taught how to think critically about each behavior situation rather than being taught that a certain behavior is always either good or bad in all situations. In other words, the children should begin to look at the reasons for rules and expected behaviors and thus be better equipped to make decisions about behavior.

There are alternative ways of acting in every behavior situation. Some alternatives may eliminate a harmful behavior, but not all alternatives satisfy the basic need that is frustrated. A constructive alternative is one that enables the child to express his feelings and satisfy his needs without harming people or property.

This unit is designed to build a foundation for later study of violence, vandalism, and protest. In discussing vandalism as a harmful behavior, we must consider the causes of the behavior in order to begin to help the children who vandalize. Always remember that there are many causes for a particular behavior. Some children may vandalize out of a feeling of exuberance. These children do not understand the effects of their behavior. They are usually not expressing hostility. However, other children may vandalize because of their unfulfilled basic needs. Their vandalism is an act of releasing their hostility and frustrations. These children need help in recognizing and satisfying their unsatisfied needs.

Many material objects in a child's environment are expendable. Therefore it is difficult for children to discriminate between consumable items and more permanent and valuable property. Children do not understand the economics involved in buying and replacing equipment. Therefore they cannot always discriminate between the seriousness of writing on a desk as compared to breaking a pencil. This unit is designed (1) to help children become aware of pertinent economic facts and (2) to uncover and alleviate problems at an early age -- problems which, unrecognized, might lead to serious difficulties.

Materials for Teaching This Unit

TEACHER RESPONSIBLITY

Activity A	Magazine pictures of harmful behavior
Activity B	Paper, paint, paint brushes, crayons
Activity E	Letter explaining this activity to send home
Activity F	Two sets of flash cards made from construction paper of two colors
Activity G	Props for role playing
Activity H	Illustrated volumes of Grimm's and Anderson's fairy tales
Activity J	Paper, paint, paint brushes, or crayons
Activity M	Construction paper, paint, brushes, paper bags for puppets, papier-maché Props for role playing
Activity N	Camera for making slides, film slide projector
Activity O	Masters for transparencies

MULTIMEDIA

Activity I — Film: "Guidance - Let's Have Respect"
16 mm. 10 min., color $125
From:
Aims Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, California 90028

Activity K — Film: "Why We Have Laws -- Shiver, Gobble, and Snore"
16 mm. color
From:
Learning Corporation of America
711 Fifth Avenue
New York, New York 10022

Activity R — Film: "Rules, Laws, and You"
16 mm. 11 min., color $130
From:
AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, California 90028

Teacher Activity

Fredric Wertham states in his book, A Sign for Cain, that in the early evening hours, when nearly 26,000,000 children watch television, a violent incident occurs every 16 minutes and a murder every 33 minutes. In one week a station showed 334 completed or attempted killings in its programs.

Children are not sheltered from violence. Every day they may see violent actions on the cartoon programs they watch. In time of war, daily casualty lists are reported as though they were the scores of a game. Children cannot sort out all the implications these incidents of violence have on their feelings and actions. They cannot always distinguish between fantasy and reality. When a character in a cartoon walks away from a bomb explosion only slightly dazed, children may think the situation is funny. Are they being led to believe that violence is only a fantasy? How may they react when they hear that, in real life, bombs kill people? Do they understand the seriousness of violent actions in our society?

Children's reactions to the impersonal violence in the media may be different from the reactions of adults viewing the same situations. However, children daily face a personal type of violence which often results in fear, anxiety, and hitting back. If adults experienced this same type of violence, probably they would react in the same ways. This personal type of violence occurs when the parent or teacher strikes or beats a child in an effort to teach him how to behave. It also is seen in fights children have with their peers and siblings. It is no coincidence that most violent crimes occur among families and friends. Many parents provide a model of behavior which says, in effect, "It is all right to hit and deprive others if they are too small or powerless to fight back." This model is reinforced by the school when teachers use spanking as a means of discipline. Studies of aggression have shown repeatedly that children tend to imitate the behavior of a person who holds power over them.

If effort is made in elementary schools to (1) eliminate the use of physical punishment as a model for aggressive behavior, (2) develop a climate in which children are not arbitrarily prevented from satisfying their needs, and (3) teach children to make decisions based on the causes and effects of violence and aggression, perhaps the need for a repressive climate in the high school can be alleviated. Although society may be more difficult, at least the schools can serve as a refuge for children.

Ask yourself these questions:
1. What effect might seeing aggression and violence have on you? On your students?

2. How do you feel when you see a child strike another child?

3. How comfortable are you in handling this type of conflict between children?

4. How do you feel when you see an adult strike a child?

5. How comfortable are you in handling this type of conflict between yourself and a child?

6. If you have ever hit a child in your class, examine what caused you to lose self-control. What needs were you meeting with your behavior?

7. How could you have met these needs in a more constructive way?

8. Imagine yourself the size of your children. Suppose someone much larger grabbed you by the hair or ear and forced you to sit down. Suppose that same someone threatened to spank you. How might you feel? What might you do? How might you feel about that "very large someone"?

Unit 6 Harmful Actions

The learner will begin to understand aggression as indicated by his ability to:

1. Define harmful action
2. Name some harmful actions

Activities	Objective(s)/Materials
(A) Define harmful behavior. Grade levels 1,2,3 Have the children react to some pictures of people who are hurting others. Ask: 1. What is happening in this picture? 2. What can we call this action? 3. How might these persons feel? 4. Why might these actions hurt others? Help the students create a definition of harmful behavior or actions. Harmful action is defined in these units as: ACTION THAT HURTS PEOPLE OR OBJECTS.	1 Pictures of harmful behavior
(B) Draw pictures of harmful actions. Grade levels 1,2,3 The class can draw or paint pictures showing harmful actions and their effects which they have seen or experienced. Each student can show his picture to the class and tell what is happening. The children should explain why the action is harmful and how the people involved might feel. The pictures can be displayed on a bulletin board developed specifically for this unit.	1,2 Paint, crayons, paint brushes, paper
(C) Pantomime harmful actions. Grade levels 2,3 The effects of a behavior help us decide whether or not it is harmful. Sometimes an action may be harmful in one situation and not in another. Therefore the students must learn to question a behavior and its effects in order to decide how they will act.	1,2,4

Unit 6 Harmful Actions

The learner will begin to understand aggresssion as indicated by his ability to:

1. Define harmful action
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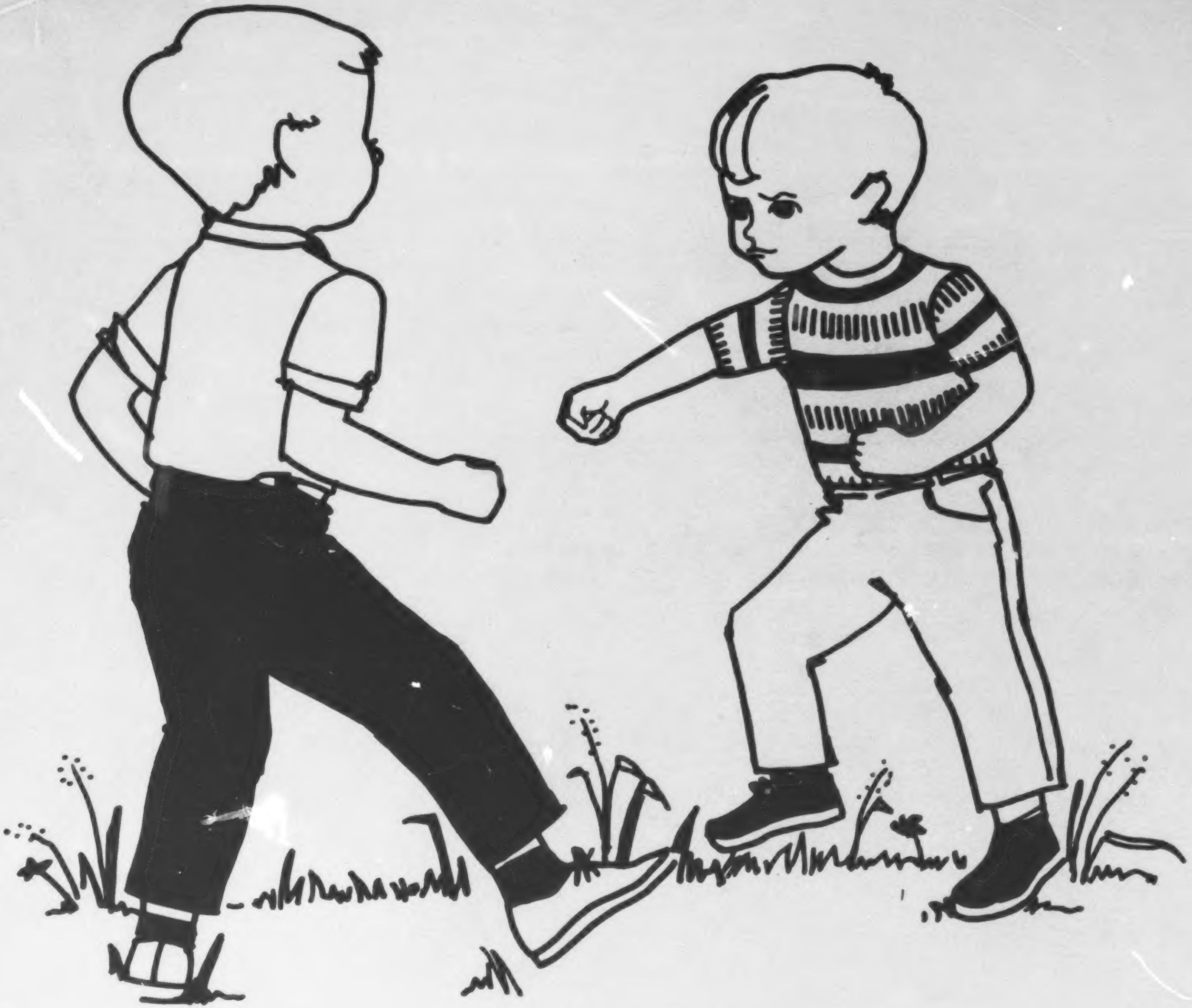
Activities

Ask the class to name some harmful behaviors and tell why they are harmful. Also ask them to think of a situation in which this action might not be harmful and why.

Below is an example of how to question the children:

1. Is hitting a friend harmful?
2. Why or why not?
3. How can you tell if an action is harmful?
4. Is kicking your dog or cat harmful? Why or why not?
5. Is kicking an animal that wants to bite you harmful? Why or why not? If you did not kick him, how would you protect yourself?
6. Why might an action be harmful in one situation and not in another?
7. Can you pantomime actions that are sometimes harmful and sometimes not harmful? Let the class guess the behavior you are pantomiming.

I-3



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Unit 6 Harmful Actions
The learner will begin to understand aggression as indicated by his ability to:
1. Define harmful actions
2. Name some harmful actions

Activities	Objective(s)/Matarials
(D) Listen to and discuss "No Time for Play." Grade levels 1,2,3	1,2,3,4

This story is about a child named Jerry, who is always hitting others. Jerry feels rejected because there is a new baby in the family. His mother and his teacher work out a plan for him to wheel the new baby in the carriage to help him feel accepted. The suggested questions are very good for a discussion of the reasons for the aggressive behavior. You could begin the discussion by asking the children to name some of the harmful actions in the story.

Suggestions for Using the Story:
This is a story about Jerry, a little boy who kept starting fights. Let's find out how this happened, and how someone helped him with his problem.

"No Time for Play"

It was recess time at Monro School. Some of the children were playing on the swings, the merry-go-round, and the jungle gum; others were jumping rope, playing ball, or simply talking to one another.

Suddenly, the sound of crying came from the merry-go-round.

(Show Picture 1)

"Jerry Gray hit me! Miss Brown, he hit me!"

Miss Brown was on the playground with the children at recess, so John Jones, crying, ran toward her, his face and hands smeared with dust and tears and a little trickle of blood coming from his nose.

As Miss Brown took both boys into the school house, she wondered what might have caused such a fight. She asked Jerry to sit at his desk in the classroom while she took John to the washroom.

"John," asked Miss Brown, "Just what happened to you and Jerry?"

"Jerry fights with us all the time," replied John. "He hits us on the way home from school. If he comes over to our house, he picks a fight instead of playing."

"Did you hit Jerry first?" asked Miss Brown.

"No, I was just taking my turn on the merry-go-round when he came up and hit me," replied John.

"Had you said anything to him?"

"I didn't say anything mean--I just asked him if he was going to have time to play today."

Miss Brown finished washing John and then had him lie down and rest for a while on a cot so his nose wouldn't start bleeding again. Then she went into the classroom to talk to Jerry. She wanted to find out what had started the fight, but all he would say was, "I don't know." He said it over and over.

Miss Brown had to go back to the playground then, so she took Jerry with her and they walked slowly around the schoolyard until recess was over. Miss Brown wondered what Jerry's trouble was. She knew something must be bothering him. It wasn't the first time Jerry had been in trouble lately, but she remembered that Jerry hadn't acted this way in kindergarten.

Ever since school started this fall, he had seemed different. He hadn't been finishing his work lately either, and some times when Miss Brown was reading a story to the children, Jerry would be looking out the window or playing with his pencil.

That afternoon when the class was dismissed, Miss Brown asked Jerry to stay a few minutes to help her straighten the chairs and books. Jerry worked hard, getting all the chairs in even rows, and then he looked up at the clock.

"Miss Brown, I'm supposed to be home by now. I must run. I'll come early and do the books in the morning. My mother will be mad because I'm late." And he ran out of the schoolhouse and on home as fast as he could.

Miss Brown was more puzzled than ever. She planned her work so she would have time to chat with Jerry in the morning when he came to fix the reading table.

The next morning Jerry came early and started putting each book in its place. Miss Brown called him over to her desk.

"Jerry, was everything all right when you go home last night? I am sorry I asked you to stay when you had work at home to do."

"Oh, Miss Brown," Jerry replied, "I like straightening the chairs and fixing the books, but I get tired of pushing a baby carriage! My baby sister cries a lot, but she quits when I wheel her. I guess she likes to be pushed. Anyway, my mother makes me push her up and down the front walk so she can get her work done and get supper ready. All the other kids are playing, and I can't."

Jerry was no longer the fighter. He was close to tears but, being a big first grader, he tried to hide them from Miss Brown.

Miss Brown understood now what John had meant when he asked Jerry, "Are you going to have time to play today?" She thought there must have been many times when Jerry had had to push the baby carriage when he wanted to be playing with the other children.

Later that day when Miss Brown had time, she telephoned Jerry's mother. Mrs. Gray said Jerry hadn't been talking much about school this year and she had been wondering how he was getting along. She had been too busy with the new baby to visit school, but she was pleased when Miss Brown said she would have time to stop in on her way home that afternoon.

When Miss Brown got to the Gray's home, there was Jerry wheeling the baby carriage on the front sidewalk. Miss Brown bent over the carriage.

"Oh, Jerry," she said, "you didn't tell me that your little sister has blue eyes just like yours."

Jerry smiled proudly. "She's really cute, isn't she?"

Just then Mrs. Gray came out on the porch to greet Miss Brown. "Thank you, Jerry," she, "for wheeling the baby for me so I could get some coffeee ready for Miss Brown. You can play now. I'll take the baby in the house with us while we have a visit."

(Show Picture 2)

Jerry's mother and his teacher sat together, drinking coffee and talking about what the first graders were doing. Miss Brown told Jerry's mother about his trouble at recess the day before.

"Maybe I've been counting on Jerry too much," Miss Gray said. "He is big for his age, and he has always been good about helping. And since baby sister arrived, I've needed more help and I don't have so much time to do things with him. Do you think perhaps it's been too much--having to wheel the baby after school every day?"

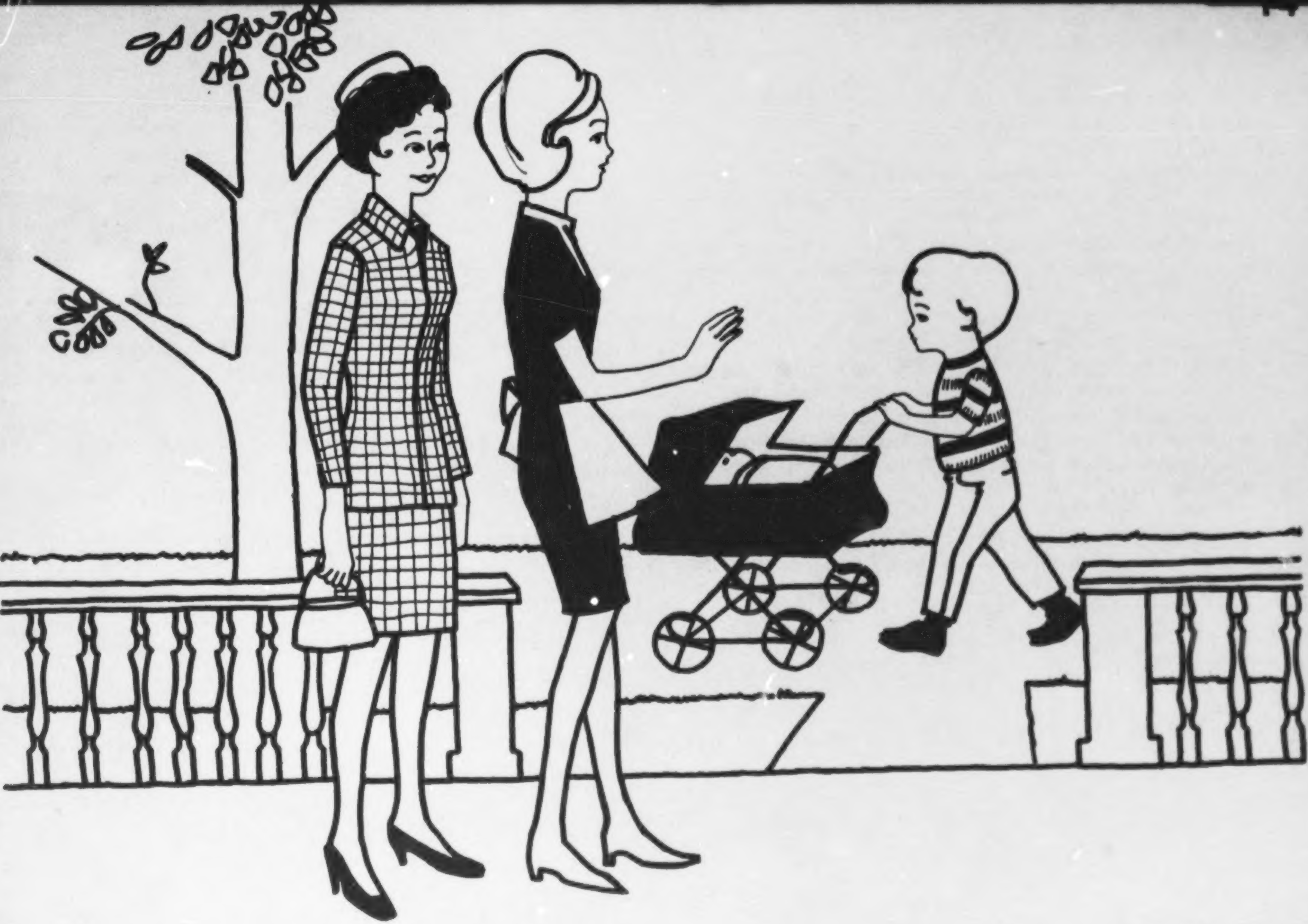
"I don't think he minds pushing the baby carriage some of the time," said Miss Brown.

"If Jerry and I talked it over together, we could probably work out a plan," said Mrs. Gray. "Maybe if Jerry had some regular playtime after school that he could count on, that would help him. Then he could watch the baby for me later on while I get supper. That's the time when I really need his help the most."

Miss Brown agreed that that might be a good plan to try. She promised to let Mrs. Gray know from time to time how Jerry was getting along.

As time went on, the plan worked out very well. Jerry played with the other boys for a while after school. Then he went home when his mother rang the "round-up bell." The other boys didn't ask him if he had time to play because now there was always his special time after school.

Jerry didn't mind taking his baby sister for a ride in her carriage. She was always so glad to see him when he got home. Every day she grew cuter, and she laughed and gurgled when he talked to her.



Time for Play -2

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Activities

For discussion:

1. What feelings did Jerry try to get rid of by fighting?
2. How did the other children feel about Jerry?
3. How did the teacher help Jerry?
4. How did his mother try to help him after she found out about his problem?
5. What might have happened to Jerry if no one had helped him find time for play?
6. What could Jerry have done to help solve his problem himself before the teacher found out about it?

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Unit 6 Harmful Actions

The learner will begin to understand aggression as indicated by his ability to:
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2. Name some harmful actions

Activities | Objective(s)/Materials

(E) Observe harmful behaviors on television, at home, and around the school. | 1,2,3,4,5

Before beginning this activity, send home a letter which explains to the parents that the class is studying the harmful behaviors shown on television. At this particular time, it might be a good idea to start a parent education session in order to discuss aggressive behavior. The ideal person to be invited to work with both you and the parents is your school psychologist.

One evening the student can watch television and tell his parents how many times he sees what he calls a harmful behavior. The parents' role is to help him count and sort out which behaviors might be hurting someone. Try not to make this a competitive activity in which some students might come in with unrealistic numbers of incidents.

Another day ask the students to try to keep a tally of the number of times they see harmful behaviors on television, at home, or on the playground. After the students have completed their observations, the discussion can revolve around whether or not people like to watch others get hurt.
1. How much harming of others is shown on television?
2. Why do some people like to see others get hurt?
3. Do most people like to watch this type of behavior? Why or why not?
4. Can you think of some reasons why there might be so much harmful behavior on television and in the newspapers?

3. Give some possible causes of harmful actions.
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met.

Activities	Objective(s)/Materials
5. Was the number of harmful actions on television as great as the number of harmful actions the students actually saw? 6. Might a person who seees a great deal of harmful behavior hurt others? 7. Why is there so much harmful behavior on the playground? 8. Might a person who never sees harmful behaviors hurt others?	
(F) Tell a story using key words. Grade levels 2,3	1,2,3
This activity may help the children understand that unfulfilled needs can cause people to use harmful actions. Make two sets of flash cards, each set on a separate color of paper. On each card of one set list a need (e.g., love, food, rest, friends, being a somebody, security, warmth, clothes). On each card of the other set list a harmful action (e.g., hitting, pushing, kicking, breaking, tattling).	Colored construction paper
Give a need card and a harmful action card to each student or to a small group of children. Ask each student to draw one picture to illustrate the need card and another to illustrate the harmful action card.	
When the pictures are completed, each child can tell or write a descriptive story about how the need he has drawn can cause a person to use a harmful action he has drawn. The children may find that a need can cause different actions and that an action can be caused by different needs.	

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Activities Objective(s)/Materials

An example of how this can be done:

The Basic Need: Love   Harmful Action: Hitting

Story:
Billy thought that his parents did not love him because they scolded him for coming late from a friend's house. When he got to school the next day, his friends did not talk to him. Billy felt very alone. During recess one of his friends accidentally bumped him, so Billy hit his friend in the stomach.

(G) Participate in role playing. Grade levels 1,2,3   4,5

Role Playing   Props for role playing

Role playing is a technique that gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts that stimulate them to think and talk. During the situations, the pupils can make choices, both right and wrong, and discover their mistakes by themselves. They will learn that their choice of actions affects other people as well as themselves. The students should feel free to choose alternative actions and discover the effects of these actions within a nonjudgmental environment. There are several basic steps in preparing your class for role playing:

1. Present the situation to the class and explain what problem must be solved in the situation. In some cases, you may ask students to decide what roles are needed.

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met.

Activities

2. Select the participants. At first you might choose those students who are least threatened by new experiences. You might wish to have students exchange roles during the action.
3. Provide the children with props which will help stimulate their imagination and give them a sense of confidence in creating their roles. As children get older these props can be more and more simple or omitted altogether.
4. The stage is set for the situation by arranging the classroom furniture in an imaginary setting.
5. The role playing takes place.
6. A class discussion follows the role playing.

The audience has as significant a part as the players because of the importance of listening and observing in order to discuss the situation. When the role-playing situation is completed, the class can talk about the situation, and the players can share the feelings they had in their new roles. The class might decide that the problem could be solved another way as well, and the role playing could be repeated. This enables the pupils to see that there are several ways to act in each situation. The children should begin to decide which solutions are most appropriate or constructive in working out specific problems. This is done by considering the effects of certain behaviors on the people involved. Remember that there are usually several constructive ways to resolve a situation. Do not lead the children to believe there is a right answer or only one way of acting.

Think of all the possible ways to act in a situation. If children can learn to critically think through their behavior, they may see that there are several ways to express their feelings. All the possible ways of acting in a situation are called alternative behaviors. These behaviors can be both constructive and non-constructive.

To help the children begin to think of other ways of acting in a situation, read them the situations listed below. Ask them to think of all the possible ways (both constructive and harmful) the people may act to express how they feel. To help stimulate the children's thoughts, you can ask questions such as:
1. What else might happen?
2. How might he (she) act in a way that can hurt others?
3. How might he (she) act in a way that can make him feel happy? Might it make others happy too?
4. How might he (she) act in a way that can make him feel sad? Might it make others sad, too?

Situations:
1. Tom was always making fun of Jerry because Jerry walked his little sister to school every day. One afternoon Jerry and his friends were on the playground, and Tom came to the playground alone. What might Jerry do?

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met

Activities | **Objective(s)/Materials**

2. Sue was upset because her teacher asked her to stay after school to do the arithmetic she did not understand. When she got home she was still upset, but she did not let her family know what had happened. How might she act with her family?
3. One day Ted and Boyd played ball with Ted's new baseball. While they were practicing, Boyd missed the ball, and it rolled down the street and into the gutter. What might Ted do?

After talking about these situations, the students may want to take part in role-playing outcomes. Simple props can be used. After each role-playing situation, the class should talk about how the characters expressed their feelings and how the outcome affected the people involved. Some students may repeat the role-playing situations to show how they think the characters might have acted.

(H) Recognize the harmful actions in fairy tales and make up alternative actions. Grade levels 1,2,3

2,3,4,5

Illustrated volumes of Grimm's and Andersen's fairy tales

First define a fairy tale, then read a fairy tale to the class. As you read, the students can raise their hands whenever they recognize a harmful action in the story. Stop reading and ask the following questions about that action:

1. Why is this a harmful action?
2. Whom does it harm?
3. Why did this harmful action occur?
4. What is another way the person can act without harming someone?
5. Tell the class if the story scared you. Do you like to be scared?

Unit 6 Harmful Actions
The learner will begin to understand aggression as indicated by his ability to:
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2. Name some harmful actions

Activities | **Objective(s)/Materials**

When you finish reading the tale, ask the children to make up a new ending that does not involve harmful actions. The children can tell how the characters' needs can be satisfied in ways that do not harm the other characters. The children may find that co-operation must evolve among the characters in order for this to happen. This activity can be done in small groups or in a class discussion.

Some possible fairy tales are:
Hansel and Gretel
Jack and the Beanstalk
Red Riding Hood
The Ugly Duckling
The Three Little Pigs
Jack the Giant Killer
(any of Grimm's and Andersen's tales)

(I) View film "Guidance . . . Let's Have Respect." Grade levels 2,3 — 3,4,5

"Guidance...Let's Have Respect"

The film presents four problems to be solved. The situations are open-ended so the children will think critically about solutions. Each short episode deals with actions that may be harmful to people or property. At the end of each, the narrator asks a question.

Further questions are:
1. Why might this action be harmful?
2. When might the same action not be harmful?
3. Why do you think the children acted the way they did?
4. How else might the children act?

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met

Activities

(J) **Draw a cartoon strip of harmful actions.** Grade levels 2,3
Divide the class into groups of three each. The groups can draw a cartoon strip with each student drawing one of the following parts:

1. A harmful action
2. A situation showing why the harmful action happened
3. A situation showing the effects of the harmful action on the characters in the cartoon

When the pictures are completed, the students can mount them in their proper sequence on a large sheet of paper. Some children might want to write captions explaining their cartoons, while others might choose to tell the class what is happening.

Talk about alternative behaviors by asking the class to think of other ways the cartoon might be drawn.
Possible questions are:

1. How do you think the persons in the cartoon feel?
2. Do you think they felt any better after the harmful action?
3. What is another way the person in the cartoon can show his feelings without hurting someone?
4. Does it make you feel better not to let people know how you feel? Why or why not?

Objective(s)/Materials

2,3,4,5

Paint, brushes, crayons, paper

Unit 6 Harmful Actions
The learner will begin to understand aggression as indicated by his ability to:
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Activities	Objective(s)/Materials
(K) View the film and discuss "Why We Have Laws - Shiver, Gobble, and Snore." Grade levels 2,3 Shiver is always cold, Gobble is always hungry, and Snore is always sleepy because of the King's many rules. The three decide to go off and live in a place without any rules. They soon discover that no one can live peacefully without rules. The film concludes by discussing some of the important rules of today.	3 "Why We Have Laws - Shiver, Gobble and Snore" 16 mm. film - color

As the students grow older, they have more need for independence, and therefore they test rules. The feeling that rules are arbitrary and unfair may lead to harmful behavior. If you let the class help you make the rules they think they need, they may find them more meaningful. The class might discuss some rules they have and why they are necessary. If a child finds meaning in rules he has helped to make, he may be less likely to abuse them or feel that they work against him. This type of activity gives children practice in developing rules and finding constructive ways of changing them.

Questions for discussion:
1. What are some rules we have in our class?
2. What are some unstated rules in our classroom?
3. What might happen if there were no rules?
4. What is the purpose of having rules?
5. Are there any that are not necessary?
6. How can you change rules in your class if you do not feel they are fair or helpful?
7. Can you think of a rule that helps some and is not fair to others?

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met

Activities	Objective(s)/Materials
(L) Observe behavior in competitive situations. Grade levels 2,3	3,4,5

The desire to win may foster feelings that can cause a person to hurt another. Ask the class to name some situations in their environment in which someone wins and someone loses. List their responses on the chalkboard. The children may feel that many of their daily experiences are competitive. Some children, as well as adults, feel that in almost everything they do, they must either win or lose.

Ask the class:
1. How do these situations make you feel?
2. How do these situations make you act?

Use one of your class games to set up a competitive environment During this activity caution should be used with children who have special emotional and psychological problems. Change the game by setting a strict time limit in order to increase the pressure. Tell the class that the team that wins will get a special privilege in the classroom. You may want to give a handicap, such as using only one hand or standing on one foot. After you play the game a few times, ask the class:
1. How did you feel when you were playing?
2. What did you see your teammates do? What did you see other teams do?
3. How does pressure make you feel?
4. How does competititon affect how you feel about other people?
5. Why might the desire to win cause harmful actions?
6. Why might some people feel so strongly about winning?

Unit 6 Harmful Actions
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2. Name some harmful actions

Activities | **Objective(s)/Materials**

7. How do you feel when you want to do well, but you think others will do better than you?
8. How can you express yourself without competing with someone?
9. When you lose, how should you act?
10. Do you ever act differently than you feel?

(M) Make puppets to dramatize behavior situations and/or role play.

4,5

The class can make paper bag or papier-maché puppets or role play the situations. If the class decides to make puppets, have them work in groups of three or four to dramatize the situations given below.

Paper bags, construction paper, paint, brushes,

These incidents may end with harmful actions. The children can present harmful and constructive ways to solve the problems. Ask the class why the action is harmful, whom it harms, and what other possible ways the problem might be solved.

1. Bobby was building a fort out of popsicle sticks. His little sister wanted to help him, but she accidentally sat on one of the buildings. What might Bobby do?
2. Kim sometimes was late for school because she had to help her little brother get ready. Her teacher told her if she was late again she would have to stay after school. What might Kim do?
3. Eddy called Larry a sissy because he did not jump off the swing. Larry became angry because his feelings were hurt. What might Larry do?
4. The class line up to go on the playground. Tom pushed Sue out of line because he wanted to be first. What might Sue do? How else could Tom have acted?

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met

Activities

Objective(s)/Materials

5. Shirley and Cindy had always been good friends. Then one day a new girl moved next door to Cindy. Shirley saw less and less of Cindy because Cindy played with the new girl. What might Shirley do?

(N) View and discuss slides of destruction of property. Grade levels 2,3

2,3,4,5

Take picture slides of any form of destruction of property around your school, for example, marred desks, writing on the walks, litter, broken windows, toilet tissue strewn in the rest rooms, and crayon marks on desks. After you have shown these slides to the class, ask them to express how they feel when they see this kind of destruction.

Camera, roll of film, slide projector

You could also discuss how Rodin's "The Thinker," the statue in front of the Cleveland Museum of Art, was vandalized. For details, refer to Ohio Schools, Vol. 1, No. 3, Feb. 25, 1972.

Children may tell the story, draw pictures, dramatize their feelings, or write stories about how they feel.

Questions for discussion:
1. How do you feel about seeing this damage?
2. Why might someone damage property?
3. What might be some of the needs of a person who destroys property?
4. How might this person feel about himself? Other people?

Unit 6 Harmful Actions
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2. Name some harmful actions

Activities | Objective(s)/Materials

5. How does the destruction of property affect each of us?
6. How can you help a person who wants to destroy things?
7. What ways can a person express his feelings other than by destroying property?

(O) Listen to the poem "Care of Desk and Chair," illustrated with a transparency, and talk about the cost of school equipment.
Procedure: Make a tape of this poem with appropriate " CLICKS"
1. As the tape begins, show the transparency exposing the dirty desk and chair.
2. In the third stanza, at the "CLICK", flip the dirty desk up, exposing the clean desk top.
3. In the fourth stanza, at the "CLICK", flip the dirty desk up, exposing the clean legs.
4. In the fifth stanza, at the "CLICK", flip the messy desk chair up, exposing a clean, neat desk and chair.

3,4,5

Masters for transparencies are in the back of this book

CARE OF DESK AND CHAIR

Desk, both big and small
Are you weary of children all?
Of gum, or ugly marks,
Of grooves, and legs that rock?

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met

Activities

Come everyone
Let's build anew
A desk that's right
For each of you.

Let's have desk top (Click)
All clean and shiny
With books inside
And pencils, too.

Let's make the legs (Click)
All straight and true
Erase each mark
That's what we'll do.

Our desk chair
Now, what a mess!
It needs a new back
We'll paint the rest. (Click)

HURRAY! look now at our desk so clean,
No gum or grooves can be seen,
The chair has all its guides, on, too,
Just look what a little care can do.

T. Redder
Lakewood Public Schools
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Unit 6 Harmful Actions
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Activities

(P) Sing a song "School Books" to the tune of "School Days."
Grade levels 1,2,3
If you find that a book has been damaged, you might want the class to sing this song in order to remind everyone to care for his books. Some possible questions:
1. Why might people mistreat their books?
2. What happens to a mistreated book?
3. What can we do to take care of our books?

" School Books "

School books, school books
How to care for schoolbooks
Keep clean and protect each page with care.
Marking in books it is not fair
Someone must use your book next year
So please do not tear and do not smear.
Bindings please do not break, don't make them ache,
Take care of your schoolbooks this year.

Objective(s)/Materials

1,2,3,4,5

Music to the tune
"School Days"
Page 290

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and needs are met

Activities

Talk with the children about the costs of various school equipment. List on the chalkboard the approximate cost of a pencil, a sheet of paper, a window, a desk, a chair, a book, etc. Help the children see that there is a difference in the cost of each item, some being more expensive and valuable than others. The students might decide that, just for economic reasons, it is better to tear up a piece of paper when they are angry rather than mark up a desk or book. Ask the children to clean out their desks and have a contest on whose desk can stay the cleanest the longest.

You could place a pile of paper in the room for the students to mark or tear up when they are angry or frustrated. This would serve as a constructive alternative to destroying desks, books, and walls.

Questions for discussion:
1. Why is the school unable to get new desks and chairs every year?
2. Why can the school buy paper and pencils every year?
3. What feeling might lead a person to tear up a book? What other way might he work out this feeling?
4. What are some feelings that might lead you to mark up your things? Could you have worked out this feeling in some other way? How?

Unit 6 Harmful Actions
The learner will begin to understand aggression as indicated by his ability to:
1. Define harmful action
2. Name some harmful actions

Activities	Objectives/Materials
(Q) Read "The Great Storage Cabinet" Grade levels 1,2,3 The story tells how books might feel if they could talk. As the children listen to the story, ask them to be thinking of why people treat books in such different ways.	4

"The Great Storage Cabinet"

Summer was just beginning, and there was excitement everywhere in the school building as children and teachers prepared for the summer vacation.

Books were being checked in, wrapped, and stored on shelves in the Great Storage Cabinet to await the coming of fall, when a new school year would begin. Gregg had been especially helpful during the closing of school activities, so it was understandable that on the last day, when most of the books had already been stored away, he was permitted to go alone to the Great Storage Cabinet with an armful of books returned by children on the very last day. In all his ten years of experience, Gregg had never seen such an array of books in one place.

That evening as Gregg lay in the hammock under the elm tree, he told his mother and dad and five-year-old sister, Kindra, about his last day at the school and about his feelings as he closed the door of the storage cabinet. Some of the books he had seen were clean and neat and ready for another year's use. Others, he told the family, looked as though they were worn out. They had dirty covers and broken backs. Some even had scribbling all over the ends of the pages. He wondered what they must look like on the inside. Gregg hoped that next year, when the books were assigned, he would be lucky enough to receive some of the bright, clean looking books.

He especially wished for clean books for his little sister, Kindra, who would be just starting school and who had always taken such good care of her belongings.

Suddenly, Gregg found himself back in the Great Storage Cabinet. His sister, Kindra, stood there with him, tightly holding his hand. As the two children looked about them, the room seemed to grow larger. Slowly at first, and then almost with the speed of lightning, the book-shelves grew so tall they seemed to touch the sky. At the same time, the cabinet grew longer and wider until Gregg and Kindra seemed to shrink to the size of tiny pins.

Then it happened! There was a slight rustling sound almost like the sound of leaves in a breeze, only now it seemed to come from the pages of the books on the shelves.

At this time each year, just after the last books were put away and the door was locked, the Great Storage Cabinet came to life. The books held council and discussed the happenings of the past year. Many of them had had a wonderful year, enjoying the children whom they served, and feeling gay and light-hearted as their days of rest began. Others had small complaints but looked forward to a better year. Some were just tired and worn from years of service and could hardly wait for a rest. Still others were angry and cross from a year of torture and abuse. They raised a storm of protest, with some refusing ever to be placed into service again. Wise old Judge Dictionary, the largest and most wordy book of them all, passed judgment on their complaints and handed down decisions for their future.

Gregg and Kindra stood spellbound as wise old Judge Dictionary climbed high onto his stand and prepared to view the spectacle about to take place. A brilliant light shone down, forming a circle in the center of the storeroom into which skipped a host of lovely books led by Spellathon. All were smiling, gay and light hearted.

Their backs were strong and straight, their covers shiny and clean, and their pages almost like new. Suddenly, the children could hear music playing faintly in the distance as group after group of the books joined hands in a joyous dance. In and out, round and round they danced in joy until, at last, from sheer fatigue they gradually bowed out of the circle of light and disappeared high among the shelves -- all except Spellathon, who approached wise Judge Dictionary.

"Please, sir, may my brothers and sisters and friends be appointed to serve the children another year? They have been so kind and good and careful we hardly feel the need for a rest. See how sparkling and clean I look and how strong my back has remained. The children have been thoughtful and kind and it does my heart good. I could go back into their service tomorrow." Wise old Judge Dictionary beamed with delight. "Ah," said he, "those must be happy children, too, full of a sense of pride -- children who feel so good about themselves that they want everyone else to be happy, too. Indeed, your wish shall be granted. You shall all serve again."

Just as Gregg and Kindra finished clapping for the beautiful dance of the happy books, another rustle was heard in the distance. This time it seemed to come from the sides of the great cabinet. Now, there marched into the circle of light, another great host of books led by Mathalon. Round and round the circle they marched in an endless procession until, finally, as the last of them marched off into the distance, Mathalon approached wise old Judge Dictionary.

"Kind sir," he started, "it is with some hesitation that I come to you to represent my brothers, sisters, and friends. As you can see, some of us have grown tired from use over the years.

See how my cover is fringed on the edges. Look at my tired back! And my pages, oh! I'm so sore from the endless rubbing where children have tried to erase marks from my pages. Sir, we look forward to our rest and would like to think over the advisability of serving the children another year."

Wise old Judge Dictionary's face became thoughtful and serious.

"I can see what you mean," he replied. "You have served the needs of many children. Indeed, you shall have time to make your decision. I would gladly assign you to the children another year. Yet, it seems some of you are worn out and need some repair. Indeed, I will give your problem some thought."

Gregg and Kindra, looking at each other, had begun to feel just a bit uneasy, hoping they would never cause their books to feel badly like this. Suddenly, there was a crackling sound in the distance as though a storm were approaching. Looking back at the circle of light, they were astonished to see another, though smaller, host of books approaching, led by Readalong in angry protest. Into the circle they came. Some stomped and stormed, some kicked, but some leaned heavily on each other for support. Then came those who depended on canes, yes, even crutches. But, the saddest of all, at the very end came those who were borne on stretchers, too weak, too badly broken to walk at all. Wise Judge Dictionary rose to his feet in shock as Readalong approached his stand.

"Pray tell, whatever has happened to your group?" he asked.

Readalong, barely able to speak above a whisper himself, reported sadly.

"Kind sir, I'm afraid my brothers, sisters, and friends must resign from the service. Many have broken backs. Some have torn covers. Our pages are so badly ripped we can never speak again to tell our stories. Many of us have been left out in the rain and snow until our memories are blurred and our pages crumpled. Worst of all, the markings on our pages have been deliberate. Our owners are unhappy and angry children. What can we do for them so they will not hurt people like they hurt us?"

Wise old Judge Dictionary was almost in tears and his voice trembled as he spoke.

"My poor Readalong," he answered, "it breaks my heart to see such good friends so badly abused that they must be retired from any further service. Why would children want to destroy property in such a way? Such children must be very sad or very angry. What could have made them feel so badly that they would want to do a thing like that? Thank you for taking their abuse. You may have saved them from hurting other children. You shall retire in honor."

Just as wise Judge Dictionary's voice grew so weak from sorrow that it began to fade into

3. Give some possible causes of harmful actions
4. Tell some of the effects of harmful actions
5. Name some constructive alternative behaviors in which feelings are expressed and need are met

Activities	Objectives/Materials

the distance, Gregg thought he felt a tear from the old Judge's eye splash on his own face.

Suddenly he realized that his dad was shaking him. "Come, son," said Dad, "the storm is just beginning to break. You have slept ever since supper. Mom and I thought sure the thunder would wake you up. Hurry, it's starting to rain now. Off to bed with you."

"But where's Kindra?" cried Gregg.

"Oh, she's been asleep in her bed for an hour."

Gregg trudged sleepily into the house. "Funny," he thought. "I was sure I remembered her being right beside me. Must have been some kind of dream."

Questions for discussion:

1. What were some of the different feelings of the books?
2. Why did they have these feelings?
3. Why may some children mistreat their books?
4. What might be the children's needs?
5. Sometimes property takes the treatment that people would like to give to people. Can you give some examples?
6. We know how to help abused books, but how can we help people who destroy books?
7. What might be some ways children could express themselves without destroying property?

(R) View film: "Rules, Laws, and You." Grade levels 2,3 The purpose of this film is to help bring about a better understanding of rules and laws and to foster respect for them. This	"Rules, Laws, and You" 16 mm. film

Unit 6 Harmful Actions
The learner will begin to understand aggression as indicated by his ability to:
1. Define harmful action
2. Name some harmful actions

Activities

concept is promoted through the idea that rules and laws benefit everybody and are essential to progress and harmony in a society.

Questions for discussion:

1. Why do you think we have rules and laws?
2. What might happen if you forgot all of our rules and laws just for one day?
3. Describe some possible consequences of breaking certain rules of the home, of the school, and of the community.
4. Who makes rules and laws?
5. Do you think anyone else should be involved with making rules and laws? Who? Why?
6. Should rules and laws be changed? Why?
7. How would you go about making a change in a rule or law?
8. How might you feel if your most valuable possession was stolen?
9. Do you think Jimmy's punishment for stealing the baseball glove was fair? Why?
10. How many situations can you list in which rules and laws have affected you? How did they affect you?

SUPPLEMENTARY BOOKS FOR STUDENT READING - UNIT 6

Fitzhugh, Harriette. Bang, Bang You're Dead. New York: Harper and Row, 1969.
Little boys become very quarrelsome and decide to play real war to vent their anger.

Gardner, Lillian. Exactly like Ben's. New York: Franklin Watts, Inc., Subdivision of Grolier, 1956. Amy is disappointed that, although she and Ben have many toys alike, she cannot have a baby sister like his.

Green, Nancy. The Bigger Giant. New York: Scholastic Book Services, 1969.
Fin McCool is a giant who is afraid of a bigger giant, who threatens to beat Fin up. Fin's wife, however, is not afraid and outwits the bigger giant.

Keta, Ezra Jack. Goggles! New York: MacMillan Company, 1969.
Two little boys are victimized by two big boys who want their goggles.

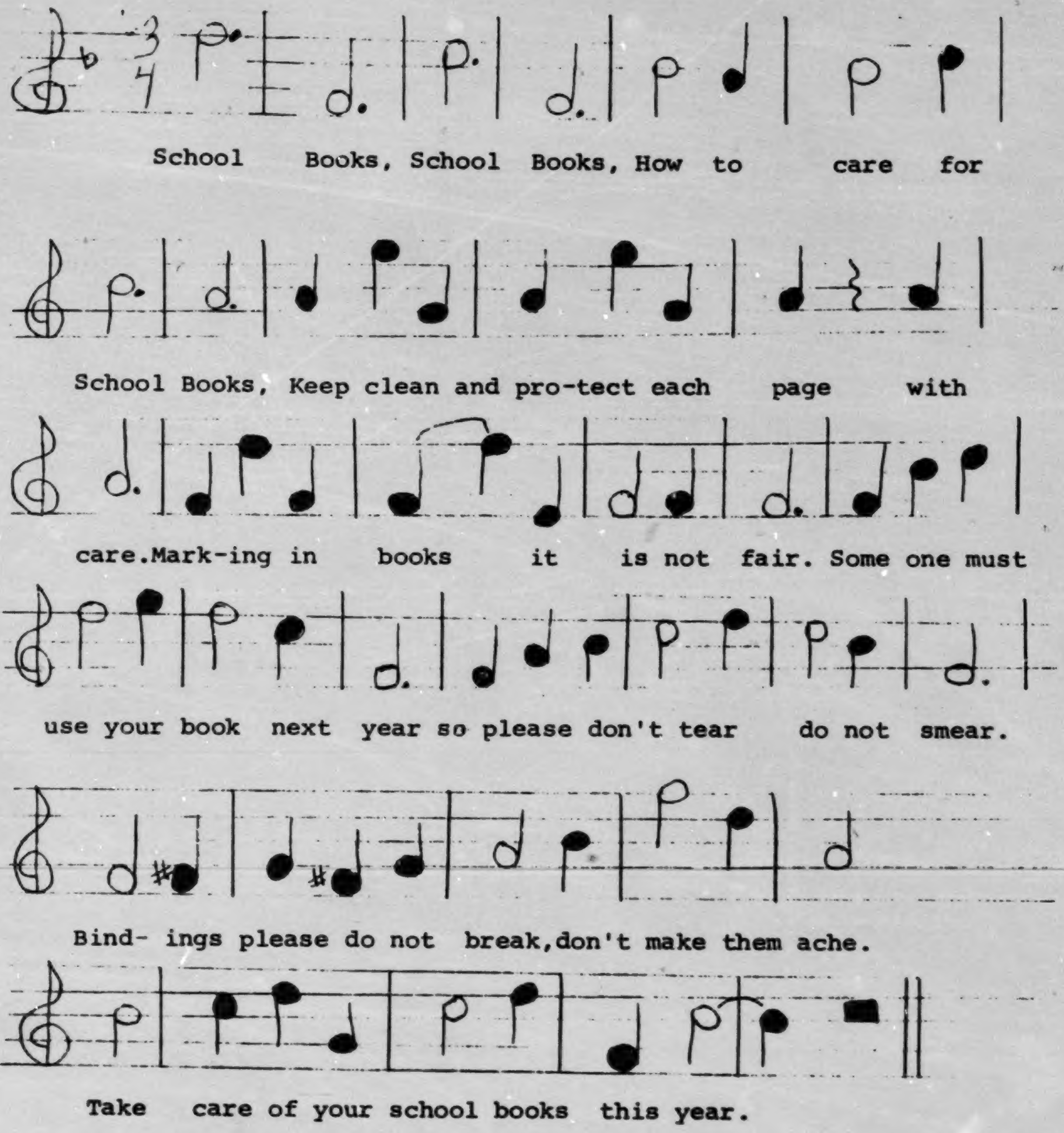
Viorst, Judith. I'll Fix Anthony. New York: Harper and Row, 1969.
A four-year-old can't wait until he's six to get even with his older brother. The story narrates all the things he'll do to "fix Anthony."

Wondriska, William. John John Twilliger. New York: Holt, Rinehart and Winston, 1966.
John John Twilliger lives in the town of Merryall under the rules of Machine-Gun-Man. Through one of his may acts of mischief, he causes one of Machine-Gun-Man's rules to change from "No one shall be friends" to "Be friendly and others will befriend you."

Yashimmo, Taro. Crow Boy. New York: Viking Press Inc., 1955.
A frightened country boy is taunted and teased by his classmates until a new teacher finds his hidden talents.

Zolotow, Charlotte. Big Brother. New York: Harper and Row, 1960.
A little girl finally learns to handle a teasing big brother. This problem of sibling relationships is portrayed naturally and humorously.

SCHOOL BOOKS (TUNE: "SCHOOLDAYS")


School Books, School Books, How to care for
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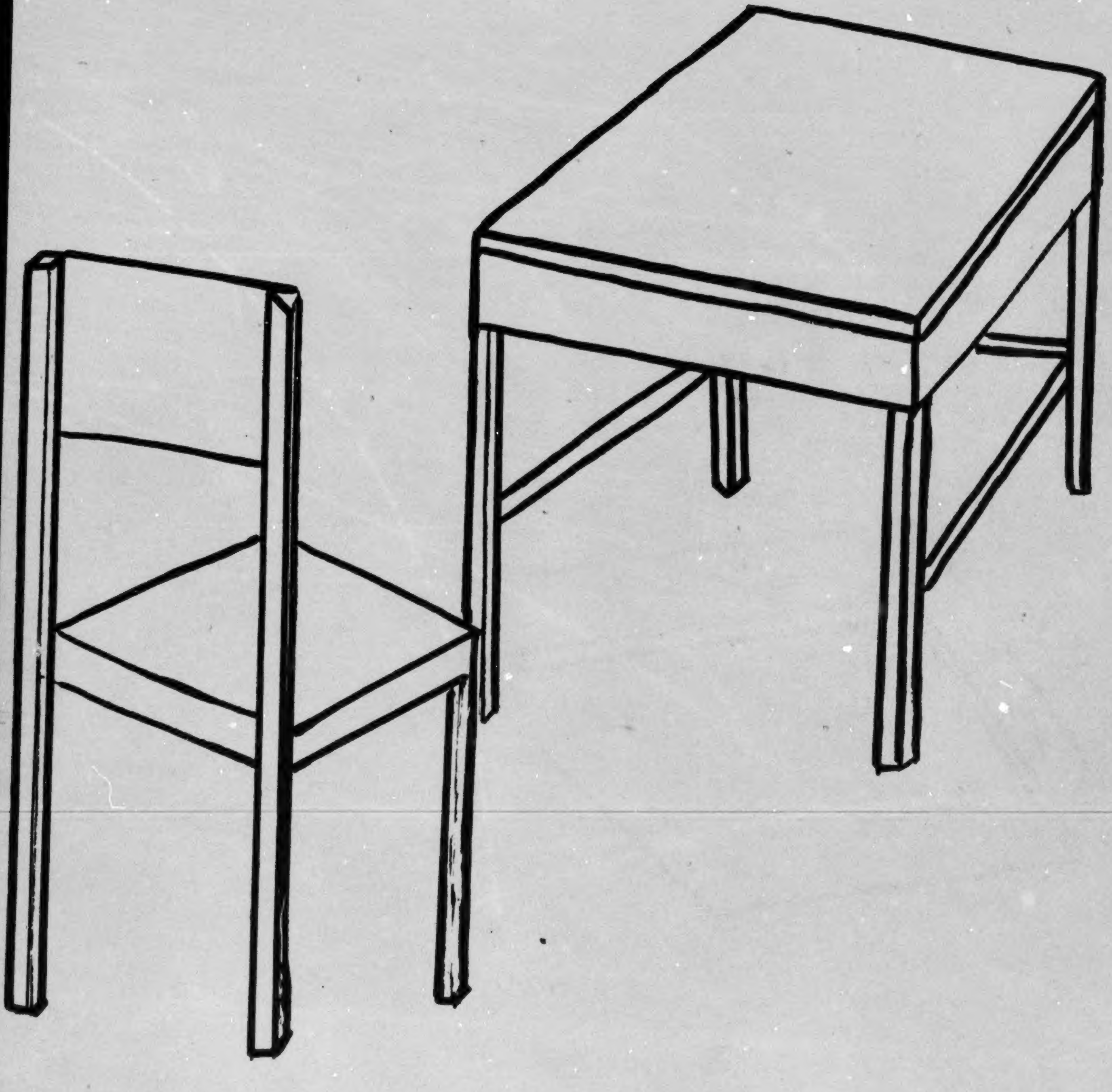
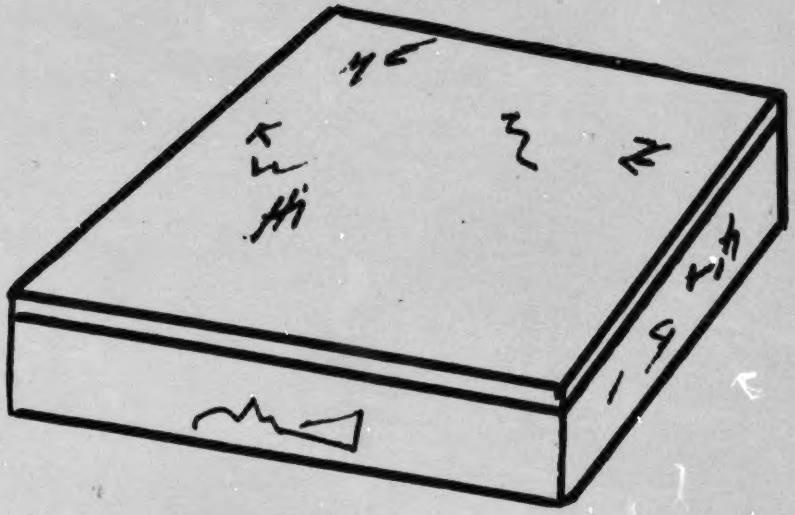
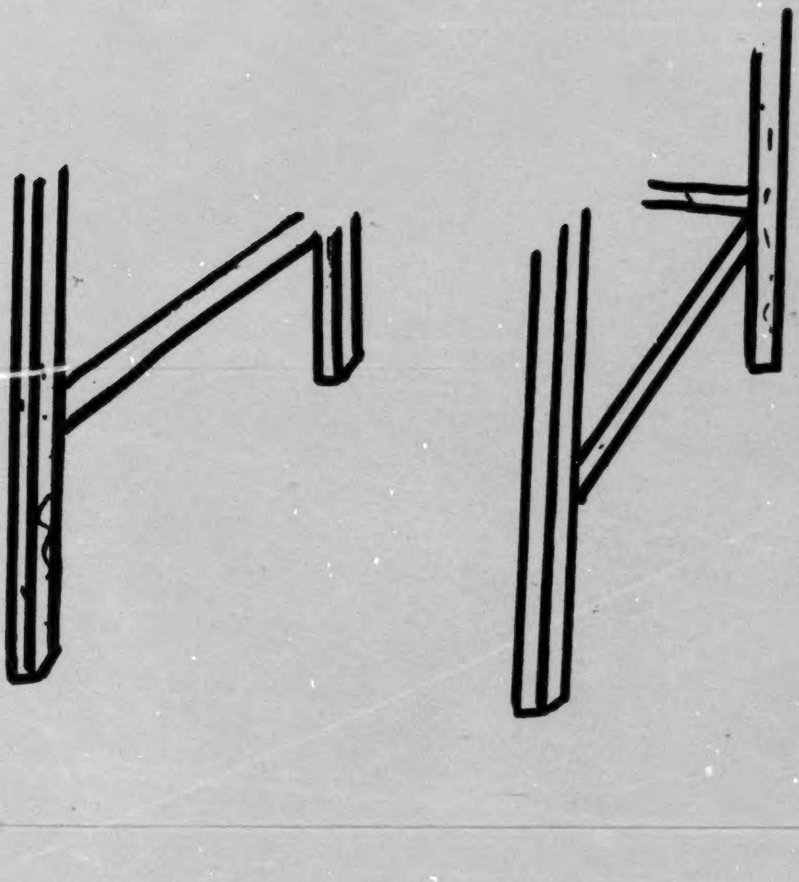
use your book next year so please don't tear do not smear.
Bind- ings please do not break,don't make them ache.
Take care of your school books this year.







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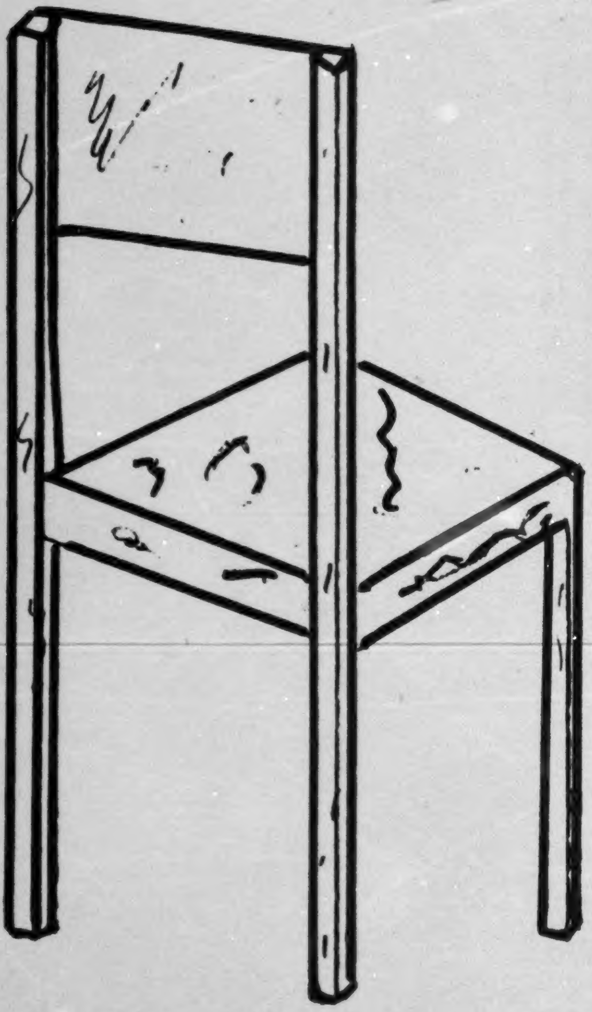

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CHECKLIST FOR THE PRIMARY UNITS IN DEALING WITH CAUSES OF BEHAVIOR

To the Teacher

Purpose:
These check lists are designed to follow the child from the beginning of his study in "The Causes of Behavior" curriculum in the Primary Program to the end of his study in third grade.

A copy should be made for each student when he begins the program (first grade and transfer students) and placed in his permanent record file for future teachers use. These sheets are to be used by individual schools. The principal and teachers could work closely together for best utilization and coordination.

Procedure:
Place a check in the left hand column beside the activity used and make a short comment in the right hand column if necessary. This will enable future teachers to repeat or pick up activities which some students might not have used during previous exposure to the curriculum.

CHECKLIST FOR THE PRIMARY UNITS IN DEALING WITH CAUSES OF BEHAVIOR

Name of Student ______________________ School __________________Sex: B__G__ Age___ Date_____

Teachers: First Grade__________________ Second Grade_______________ Third Grade__________

Grade Level			Unit and Activity Description	Teacher Comment
First	Second	Third	Unit 1 Feelings	
19	19	19	(A) Identify objects in the "Feely Box"	
			(B) Match descriptions with pictures	
			(C) Draw life-size pictures of themselves	
			(D) Measure each other	
			(E) Make a scrapbook about themselves	
			(F) Draw, paint, write about, or dramatize situations concerning their families or people who take care of them	
			(G) Describe a student who has left the room	
			(H) Develop vocabulary	
			(I) View sound filmstrips	
			(J) Draw faces and tape one to their desks each day	
			(K) Illustrate feelings	
			(L) Describe how they feel today	
			(M) Express "feeling" words in an art form	
			(N) Listen to and discuss "Arthur and the New Baby"	
			(O) React to music and rhythm	
			(P) Bring pictures to class of things they fear	
			(Q) React to sound filmstrips	
			(R) Choose a color to express a feeling	
			(S) Choose words that describe the feelings of people in certain situations	
			(T) Draw things that they associate with good and bad days	

Grade Level			Unit and Activity Description	Teacher Comment
First	Second	Third		
19	19	19	(U) Talk about feelings	
			(V) List feelings they like and dislike	
			(W) View film	
			(X) Listen to and discuss "Larry's Big Day"	
			Enrichment Activity for More Mature Students (3rd graders)	
			(A) Read "Bashful Ronald"	
			Unit 2 Needs	
			(A) Listen to and discuss the needs of a lost animal	
			(B) Listen to and discuss a poem about physical needs	
			(C) Listen to and discuss stories about physical needs	
			(D) Discuss or write about the need for a change in activity	
			(E) View and discuss sound filmstrips	
			(F) View and discuss the needs transparencies	
			(G) Listen to and discuss situations about love and belonging	
			(H) View the film "Sleep"	
			(I) Listen to and discuss "Robert Was Always Tired"	
			(J) Create situations from story starters	
			(K) Discuss the needs shown in the pictures	
			(L) Listen to and discuss Timothy's needs for security and self-worth	
			(M) Discuss needs the children have had since yesterday or in the last 24 hours	
			(N) Discuss the need for a child to experience success	
			(O) Discuss community needs	

Grade Level			Unit and Activity Description	Teacher Comment
First	Second	Third		
19	19	19	Unit 3 Actions (Behavior) (A) Define behavior and distinguish between misbehavior and behavior (B) Play Simon Says to introduce the concept of actions (C) React to pictures of actions (behaviors) (D) Listen to and discuss "Giggles" (E) Make a robot and talk about its feelings, needs, and actions (F) Role Playing (G) Listen to and discuss "The Further Adventures of Tommy McTrott" (H) View transparencies and put stories in sequence (I) Play the game "Sometimes when I am...I" (J) Listen to the story and discuss "The New Mittens" (K) React to pictures and tell what they might do in different situations (L) View the filmstrip "Who Do You Think You Are?" (M) Listen to and discuss "Crying Again" (N) Study an owl's behavior and look for causes (O) Talk about action, using "Story Boards" (P) View and discuss sound filmstrips Enrichment Activity for More Mature Students (A) View and discuss 8 mm. loops about behavior (B) View the film "A Rock in the Road" (C) React to recorded stories Unit 4 Frustration (A) Play frustrating games (B) Supply an ending for an unfinished story about needs that are not being met	

Grade Level			Unit and Activity Description	Teacher Comment
First	Second	Third		
19	19	19		

(C) React to pictures of frustration
(D) Participate in Role Playing
(E) Discuss situations where a need isn't met
(F) Use "Story Boards" to create a story about needs not met
(G) Discuss adult frustrations
(H) Discuss frustration in conflict situations
(I) Express feelings of frustration through art forms
(J) View the film "What to Do about Upset Feelings"

Enrichment Activities for More Mature Students (3rd graders)

(A) The class creates an atmosphere of frustration
(B) Create frustration collages and posters

Unit 5 Anger

(A) Draw pictures of angry faces
(B) Dramatize angry feelings
(C) Listen to and discuss "The Broken Crayon"
(D) Dramatize how we act when someone is angry with us
(E) View 8 mm loop and discuss it
(F) Read "Primer in Human Behavior"
(G) Create a cartoon that illustrates the causes and effects of anger
(H) View the film "Our Angry Feelings"
(I) Discuss some of the ways anger is expressed and the effects of each method
(J) View the filmstrip "You Got Mad, Are You Glad?"
(K) Discuss what might cause anger in the classroom

Grade Level			Unit and Activity Description	Teacher Comment
First	Second	Third		
19	19	19	(L) Verbalize anger (M) Telling versus tattling	

Unit 6 Harmful Actions

(A) Define harmful behavior
(B) Draw pictures of harmful actions
(C) Pantomime harmful actions
(D) Listen to and discuss "No Time for Play"
(E) Observe harmful behaviors on television at home, and around the school
(F) Tell a story using key words
(G) Participate in role playing
(H) Recognize the harmful actions in fairy tales and make up alternative actions
(I) View the film "Guidance...Let's Have Respect"
(J) Draw a cartoon strip of harmful actions
(K) View the film and discuss "Why We Have Laws - Shiver, Gobble, and Snore"
(L) Observe behavior in competitive situations
(M) Make puppets to dramatize behavior situations and/or role play
(N) View and discuss slides of destruction of property
(O) Listen to the poem "Care of Desk and Chair" illustrated with a transparency, and talk about the cost of school equipment
(P) Sing a song "School Books" to the tune of "School Days"
(Q) Read "The Great Storage Cabinet"
(R) View film: "Rules, Laws, and You"

GLOSSARY OF TERMS

Aggression - Behavior aimed at the injury of some person or object, or behavior that would affect another person in a harmful manner.

Alternative Behavior - Another way of behaving.

Basic Needs - The five sets of human goals as summarized by Abraham Maslow. These are physiological, safety, love, esteem, and self-actualization.

Behavior - The way a person acts or reacts in a situation.

Behavior Equation - MF + R + IPS = Behavior. To facilitate the students' understanding, the behavior equation can be N + S + P = Behavior. A combination of the interaction of these variables results in a behavior.
MF - Motivating Forces (Needs). They are needs or conditions that a person is trying to satisfy through a behavior. The needs may be conscious or unconscious.
R - Resources (Self). As the second group of factors in the Behavior Equation, resources consist of skills, ideas, attitudes, the available physical energy, and similar items called into play to help the organism achieve its goal.
IPS - Nature of immediate physical setting (Place). This includes the environment and surroundings in which the behavior is initiated and takes place.

Causal Approach to Behavior - A person not only looks at the observable behavior but also thinks of the causes for the behavior.

Dare Fears - Fears a youngster experiences when he is challenged by his peers to do something that is frightening and perhaps even dangerous.

Effects - The results of a behavior. Both the short-term and the long-range consequences of and action.

Fear - An unpleasant and often strong emotion caused by an awareness of danger; to be afraid of.

GLOSSARY OF TERMS (continued)

Frustration - Being blocked from reaching a goal, a feeling of being prevented from doing or getting something you want.

Fun Fears - Experiences that are frightening in an entertaining manner.

Long-Term Effect - The result of a particular behavior at some future time.

Love - Maslow's definition sees the individual's need for love, affection, and belonging emerging if both the physiological and the safety needs are well gratified.

Misbehavior - The improper way a person acts or reacts in a situation.

Need - A lack of something that is essential, desirable, or useful.

Perception - Awareness of the elements of the environment through physical sensation or through physical sensation interpreted in the light of experience.

Prejudice - An attitude of mind (perception) which interferes with fair judgment.

Role Playing - Acting out the parts of characters represented in a given situation.

Safety - The condition of being safe from undergoing or causing hurt, injury or loss.

Security - Freedom from danger, fear, or anxiety.

Self-Worth - A feeling of being unique and a "somebody."

Self-Worth - Maslow's definition - an indidivual's need for self-respect, the desire to be important and feel appreciated. A child's feeling of self-worth involves his attitudes and perceptions of himself.

Short-term effect - The result of a particular behavior right now.

GLOSSARY OF TERMS (continued)

Surface Approach to Behavior - A person considers only the observable behavior or the attitude of people toward it.

Vandalism - Deliberate or willful destruction or damage done to private or public property.

Variable - The changeable components of the behavior equation. The components of the behavior equation which vary as the situation varies.